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3i

intellect, idea, innovation

интеллект, идея, инновация

КӨПСАЛАЛЫ
ҒЫЛЫМИ ЖУРНАЛЫ

МНОГОПРОФИЛЬНЫЙ
НАУЧНЫЙ ЖУРНАЛ

№ 1 2018

ЧАСТЬ 2

№ 1 2018 «3i: intellect, idea, innovation – интеллект, идея, инновация»

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DDR4 ЖӘНЕ DDR3 ЖАДЫ МОДУЛЬДЕРІНІҢ ӨНІМДІЛІГІН ТЕСТІЛЕУ

Бегалин А.Ш. - Қостанай қ., А. Байтұрсынов атындағы Қостанай мемлекеттік университетінің аға оқытушы, жаратылыс ғылымдарының магистрі.

Берілген мақалада түрлі өндірушілердің есте сақтау жадысының модулі зерттеліп, олардың өнімділігі тестіленді. DDR4 пен DDR3 модульдерін тестілеу бекітілді.

Тестілеу Aida 64 пен Cache Burst тестілеу пакеттері, 7Zip пен WinRar архиваторлар, Cinebench бағдарламасы, Project CARS инженерлік қосымша, сонымен қатар Battlefield және Witcher ойындарының көмегімен жүргізілді.

Жиіліктері бірдей жадының модульдерін тестілеудің бастапқы мақсаты болып DDR4 пен DDR3 жады комплектілерін салыстыру болып табылады. DDR4 пен DDR3 жады модульдерін тестілеудің нәтижесі бірдей дерлік, кейбіреулерінде DDR3 басымырақ болса, басқаларында DDR4 басымырақ.

Жиіліктері бірдей жадының модульдерін тестілеуде модульдердің 2 комплктісі қатысады. Біркелкі тестілерді өткізу барысында DDR4-3200 жоғары жиілігі өнімділікте ұтымдырақ болады.

Нақты қосымшалардың көбісінде DDR3 стандарттарының модулі көрсететін өнімділік жеткілікті. Мақсатты түрде DDR3-тен DDR4-ке өтудің еш мағынасы жоқ, ал жаңа сатып алу кезінде DDR4-ке артықшылық берген жөн, сонымен қатар жадының молдулі мен аналық тақтаны лайықты өндірушілерден тандаған дұрыс. Оперативтік жады ешқашан сәтсіздікке ұшырап, максималды тез және сенімді жұмыс жасау үшін, Kingston немесе Crucial, Samsung, Transcend және Hynix өндірушілердің жады модулін таңдаған жөн.

Тестілеу нәтижесі мен өндірушінің анализі арқасында жады модулінің өнімділігі жайында ОЗУ модулін қолдану мен таңдауында ұсынытар жасалынды.

Кілтті сөздер: ОЕСҚ модулі, жад, DDR3, DDR4, Aida 64, Cache Burst, 7Zip, архивация, WinRar, Cinebench, таймингтер.

ТЕСТИРОВАНИЕ ПРОИЗВОДИТЕЛЬНОСТИ МОДУЛЕЙ ПАМЯТИ DDR4 И DDR3

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В данной статье исследованы модули ОЗУ различных производителей и протестирована их производительность. Решено провести тестирование модулей памяти DDR4 и DDR3.

Тестирование проводилось с помощью тестовых пакетов Aida 64 и Cache Burst, архиваторов 7Zip и WinRar, приложения Cinebench, инженерного приложения Project CARS, а также игр Battlefield и Witcher.

Первоочередной целью тестирования модулей памяти с одинаковыми частотами, является сравнение возможностей комплектов памяти DDR4 и DDR3. Результаты тестирования модулей памяти DDR3 и DDR4 почти идентичны, в некоторых немного впереди DDR3, в других DDR4.

В тестировании модулей с максимальными частотами были задействованы 2 комплекта модулей. Серия проведенных тестов в полной мере подтвердила предположение о том, что более высокие частоты DDR4-3200 дадут выигрыш в производительности.

Большинству реальных приложений вполне хватает производительности, которую демонстрируют модули стандарта DDR3. Целенаправленно переходить с DDR3 на DDR4 нет смысла, а вот при новой покупке лучше отдать предпочтение DDR4, но при этом важно выбрать модуль памяти и материнскую плату достойных производителей. Чтобы оперативная память никогда не подвела, работала максимально быстро и надежно, стоит выбирать модули памяти производства Kingston или Crucial, Samsung, Transcend и Hynix.

По результатам тестирования и анализа производительности модулей памяти сформулированы рекомендации по выбору и использованию модулей ОЗУ.

Ключевые слова: Модули ОЗУ, память DDR3, DDR4, Aida 64, Cache Burst, 7Zip, архивация, WinRar, Cinebench, тайминги.

PERFOMANCE TESTING OF DDR4 AND DDR3 MEMORY CARDS

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This article researches the memory cards of various manufacturers and their performance. The DDR4 and the DDR3 memory cards were selected for the tests.

Testing was carried out using Aida 64 and Cache Burst test packages, 7Zip and WinRar archivers, Cinebench application, Project CARS engineering application, as well as Battlefield and Witcher games.

The primary goal of testing memory cards with the same frequencies is to compare the capabilities of DDR4 and DDR3 memory kits. The results of testing the DDR3 and DDR4 memory cards are almost identical, DDR3 was slilghtly ahead in some of the cases. As well as DDR4 was the best in others.

In the testing of cards with maximum frequencies, 2 sets of modules were used. A series of tests carried out fully confirmed the assumption that higher frequencies of DDR4-3200 will yield a performance gain.

For most of applications, the DDR3 card's performance was enough. There is no point in moving from DDR3 to DDR4, but with a new purchase it's better to give preference to DDR4, but it's important to choose a memory module and a motherboard of worthy manufacturers. To ensure that RAM never fails, works as quickly and reliably as possible, it is worth choosing memory modules from Kingston or Crucial, Samsung, Transcend and Hynix.

Based on the results of testing and analyzing the performance of memory modules, recommendations for the selection and use of RAM modules formulated.

Keywords: RAM modules, DDR3, DDR4 memory, Aida 64, Cache Burst, 7Zip, archiving, WinRar, Cinebench, timings.

Memory modules of different manufacturers and series have different performance. Memory performance also depends on the configuration of the PC itself. Therefore, it is actual to conduct a study of their performance for selecting memory modules [1].

The main operational memory for desktop computers in 2017 is still DDR3 memory. The choice of brands of this memory is huge: Adata, AMD, Apacer, Corsair, Crucial, Geil, GOODRAM, G.Skill, Hynix, Kingmax, Kingston, Mushkin, NCP, Patriot, PQI, PNY, Samsung / SEC, Silicon Power, Transcend. The number of models of RAM is even greater - after all, each manufacturer has several of them, and for such large ones as Corsair or Crucial, there can be several dozens of such models [2].

For the tests we used the stand configuration, as shown in Table 1:

Table 1. Testing stand configuration

Processor	Intel Core i7-6700K (Socket LGA1151) @ 4,0 ГГц
Motherboards	ASUS MAXIMUS VIII GENE (DDR4) ASUS Z170-P D3 (DDR3)
RAM cards	DDR3L-1600 HyperX Fury HX316LC10FBK2/16 DDR3-2400 G.SKILL Ripjaws X F3-2400C11D-16GXM DDR4-2400 HyperX Fury HX424C15FBK2/16 DDR4-3200 KINGMAX Nano Gaming RAM GLOF63F-D8KAGA

The primary purpose of this test is to compare the capabilities of DDR4 and DDR3 memory kits at the same frequencies. To get a more objective picture, the check was performed in the most popular modes of the memory subsystem: 1600 MHz, 2133 MHz and 2400 MHz. The characteristics of the tested memory modules are listed in Table 2:

Table 2. Characteristics of the tested memory modules

RAM	Type	Speed, MHz	Set of delays
DDR4-2400 HyperX Fury HX424C15FBK2/16 (2 x 8 ГБ)	DDR4	1600	11-10-10-28
		2133	14-14-14-33
		2400	15-15-15-35
DDR3-2400 G.SKILL Ripjaws X F3-2400C11D-16GXM (2 x 8 ГБ)	DDR3	1600	9-9-9-28
		2133	11-13-13-31
		2400	11-13-13-31

In the diagrams 1 and 2 below, the results of testing the DDR3 and DDR4 memory modules in Aida 64 and Cache Burst are clearly shown. You can see that the results of testing the DDR3 and DDR4 memory modules are almost identical, DDR3 was slilghtly ahead in some of the cases. As well as DDR4 was the best in others. There is no noticeable gain from the use of DDR4 memory modules, some modules even lose.

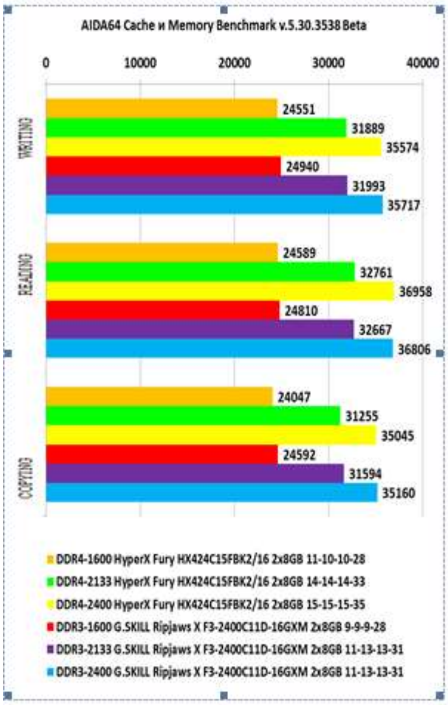

Diagram 1. Aida 64 Test Results

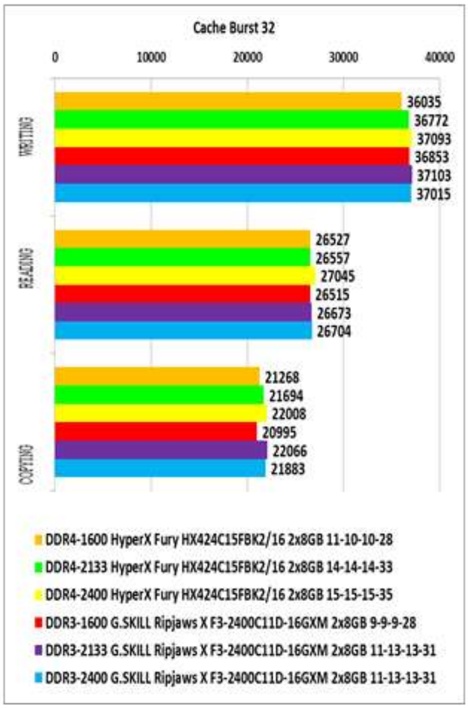

Diagram 2. Cache Burst Test Resu

In test packages that directly depend on the frequency of the memory modules, both sets showed comparable results, and in of the modes. In most cases, the difference was not more than 0.5%, so there is parity between DDR4 and DDR3.

In tests where the delay is measured (Diagram 3), when the processor reads data from memory and the speed of the PC in tasks related to archiving, the preponderance was on the side of the DDR3 standard modules. The average difference was 4-5%. Such a gap is explained by the fact that for operation at the same frequency DDR3 memory requires lower timings than DDR4.

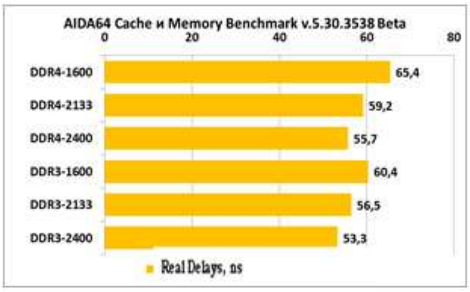

Diagram 3. Aida 64 Delays Test Results

In the work with the 7Zip archive, the results are almost the same for DDR3 and DDR4 modules with the same frequencies, as shown in diagram 4. The difference is no more than 0.5%. This, of course, is very small. Here you can say that DDR3 modules are even slightly faster. But DDR4 has only average frequency of 2400MHz , and DDR3 modules with a frequency of 2400 are very expensive, more expensive than DDR4.While working with the WinRar archive, the results are slightly more scattered for DDR3 and DDR4 modules with the same frequencies. In this test, DDR3 also outperforms DDR4 from 2.5 to 6%, as shown in diagram 5.

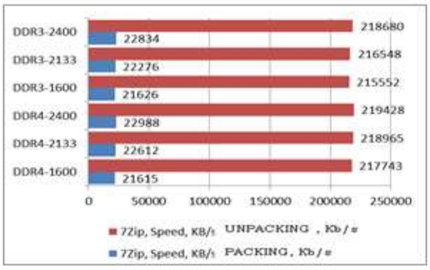

Diagram 4. 7Zip packing results

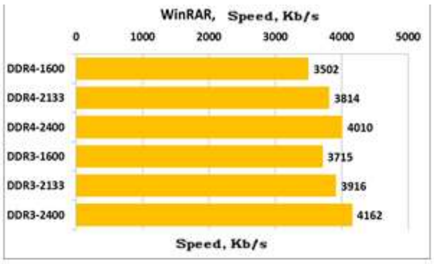

Diagram 5. WinRar packing

In the Cinebench test 11.5, the results of DDR3 testing are also slightly higher than in DDR4, but very slightly - by 0.4-0.7%.

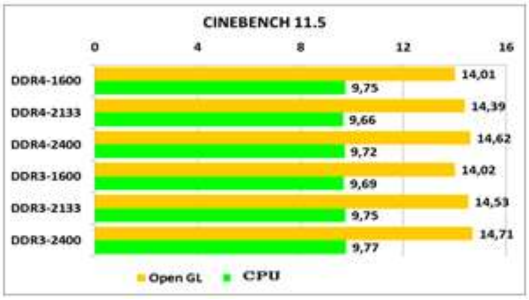

Diagram 6. Cinebench Test results

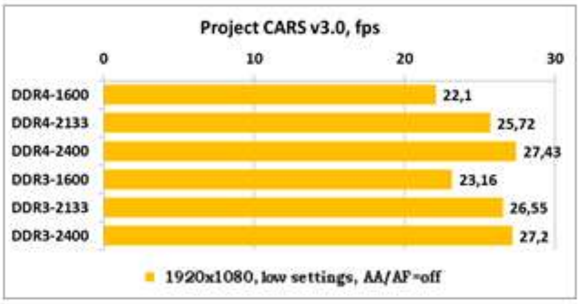

Diagram 7. Project CARS FPS TEST RESULTS

Applications that are used to model objects and perform complex calculations, respond better to increasing of the memory frequency, rather than changing the set of delays. Therefore, in this case, working at lower timings DDR3 memory did not bring practically any speed increases. At least, the preponderance at the level of 0,6 - 0,9% can not be considered as an advantage, which should be paid serious attention.

Test results in the Battlefield and Witcher games showed slightly different results. They were run on Intel's integrated graphics HD Graphics 530, because with a discrete graphics card, the RAM subsystem is by no means the most decisive factor.

From the graphs below, it follows that when assembling a PC with an integrated GPU, it is better to give preference to the DDR3 format. Regardless of the selected mode (1600, 2133 or 2400 MHz), the advantage was on the side of DDR3 modules (4 - 10% depending on the game).

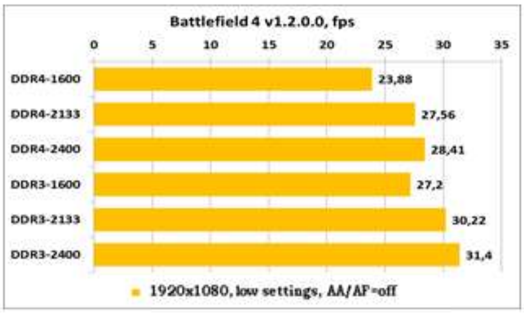

Diagram 8. Battlefield Test Results

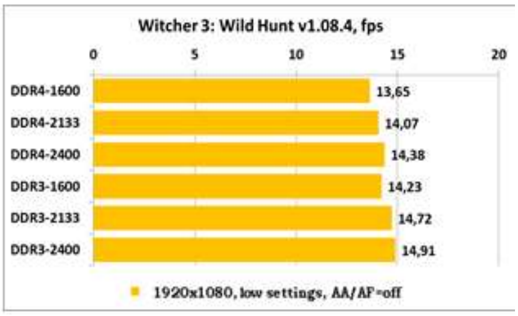

Diagram 9. Witcher Test Results

Summing up the subtotals, we can say with confidence that to build a desktop configuration, where the memory subsystem operates in standard modes, there is no sense in buying DDR4 modules. Often they show slightly lower performance than their DDR3 counterparts, while cost more.

But let's not forget that the new format in stock has another advantage - the ability to work at higher frequencies. For example, today you can find DDR4 memory modules operating in DDR4-3000 MHz or DDR4-3200 MHz mode on the market without problems, whereas DDR3 sets are usually limited to frequencies of 2400 and 2666 MHz. So theoretically, in this case, the preponderance should already be on the side of a new type of memory.

Testing modules with maximum frequencies

At this stage of the experiment, 2 memory sets of KINGMAX and G.SKILL companies were used:

Table 3. RAM tested

RAM	Type	Speed, MHz	Set of delays
DDR4-3200 KINGMAX Nano Gaming RAM GLOF63F-D8KAGA (2 x 4 ГБ)	DDR4	3200	16-18-18-36
DDR3-2400 G.SKILL Ripjaws X F3-2400C11D-16GXM (2 x 8 ГБ)	DDR3	2400	11-13-13-31

The test results in Aida 64 show that DDR4-3200 wins 28-30% in performance of DDR3-2400. And in the test Cache Burst 32, DDR4-3200 also wins, but insignificantly - up to 2%.

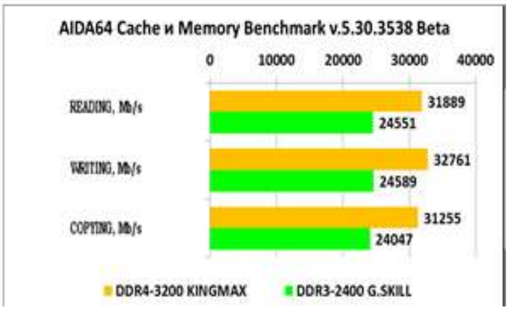

Diagram 10. Aida 64 Test Results

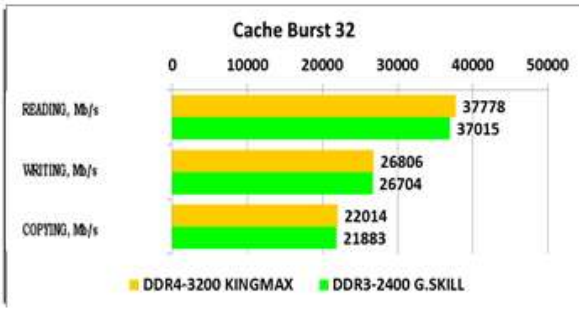

Diagram 11. Cache burst Test

In the case of memory latency measured by Aida 64, the DDR4-3200 showed a smaller delay of 12% than the DDR3-2400. And in the Cinebench package, the results of DDR4-3200 far exceed DDR3-2400, for about 34%.

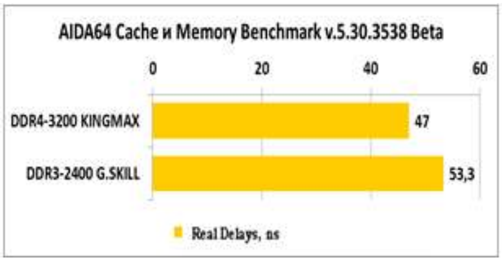

Diagram 12. Aida 64 Delays test

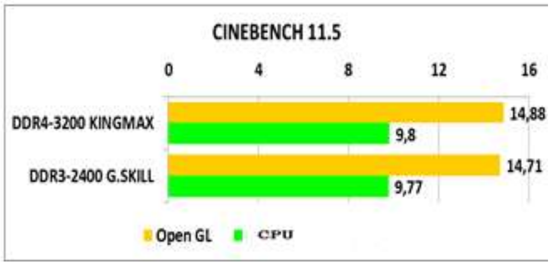

Diagram 13. Cinebench Test Results

In the packing and unpacking of the 7Zip archives, DDR4-3200 is also faster than DDR3-2400 by 3%. In the tests of the archive WinRar is also faster than DDR4-3200 by 5%.

Diagram 14. 7Zip Results

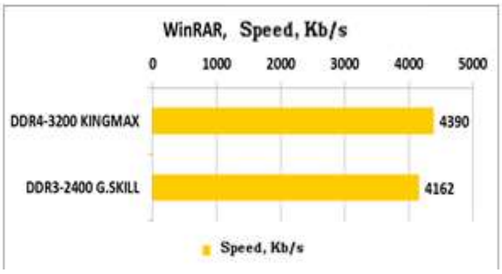

Diagram 15. WinRar Results

A series of tests carried out fully confirmed the assumption that higher frequencies of DDR4-3200 will yield a performance gain. The configuration with DDR4 memory operating in DDR4-3200 MHz mode turned out to be faster than the one where DDR3 modules with a frequency of 2400 MHz were installed. The biggest increase in performance was recorded in the AIDA64 package: the speed of all major processes (reading, writing and copying data) increased by about 18 - 29%. The difference in the remaining tests was not so significant (at the level of several percent), but still it is. Thus, if you need to squeeze the most out of your system, and the money spent to achieve this goal does not play a role, then buying fast modules of the DDR4 standard looks quite justified.

In games, the results were different. In the Battlefield game the DDR 3 was faster by 8%. In the Project CARS game a slight advantage on the side of DDR4 - 0,6%.

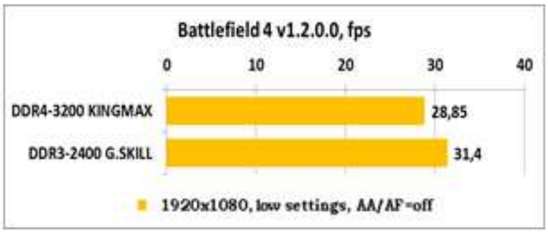

Diagram 16. Battlefield Test Results

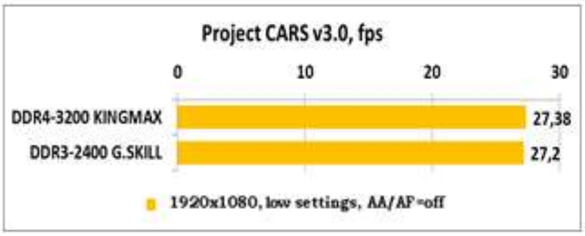

Diagram 17. Project CARS Test Results

In the Witcher game DDR3 memory is ahead again by 3.9%.

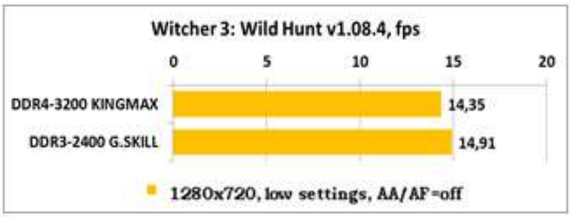

Diagram 18. The Witcher Test Results

The advantages of DDR4-3200 in games are already outdated, unlike programs. The balance between frequency and delays is crucial in games as always.From this point of view DDR3 memory looks better, even if it's a PC with integrated graphics. Therefore, when assembling purely gaming systems of any level, there is no sense in overpaying for DDR4 memory. It will be more expedient to purchase a pair of DDR3 standard slats, and to save money to buy a faster video card, processor or SSD [3].

Conclusion

The perfomance shown by DDR3 modules is quite enough for most of the applications. Moreover, working at the same frequencies, they even have a small advantage due to the use of smaller delays. The benefit of DDR4 straps appears only when it comes to frequencies above 3000 MHz. After all, such values are, as a rule, unattainable for sets of the DDR3 standard, even in overclocking.

Currently, computers and laptops of the same level on DDR3 and DDR4 have a close price / performance ratio, but the systems on DDR3 are still expected to be slightly more reliable, as they are time-tested, and the systems on DDR4 are more modern and slightly more economical. Therefore, it is not worthwhile to move from DDR3 to DDR4 purposefully, but with a new purchase it is better to give preference to DDR4, but it is important to choose a memory module and a motherboard of worthy manufacturers. To ensure that RAM never failed, it worked as quickly and reliably as possible, it is worth choosing memory modules manufactured by Kingston or Crucial, Samsung, Transcend and Hynix [4].

Based on the results of testing and analyzing the performance of memory modules, the following recommendations for the selection and use of RAM modules are formulated:

- The number of memory modules must be a multiple of the number of RAM channels on the board;
- RAM cards models must be identical - manufacturer, frequency, volume;
- Cooling is optional for RAM;
- The recommended amount of RAM - 8-16 GB;
- Do not buy old platforms on new DDR4 memory, DDR 3 would be better;
- New platforms are better to buy with support for DDR4.

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OPTIMIZATION AND PREVENTION PROGRAMS SELECTION

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When working with a computer, it is necessary to perform operations to keep the PC in working order from time to time. And accordingly it is neccesary to know what programs you shoud use for this. The operations for diagnosing and preventing CS include: cleaning the disk from junk files, disk defragmentation, registry cleaning, system optimization, setting up startup items and other operations.This article explores several programs for diagnosing and preventing PC. The description of programs EVEREST, PC Wizard, CCleaner, Carambis Cleaner is given below.

The first test is to check if there are errors in the registry of the test computer. Here a good result was shown by CCleaner. Further, the functionality of each utility is compared, i.e. availability of basic useful functions, total of 11 items. At this stage, CCleaner proved to be the best again, having almost all of the functions considered - 9 of 11. The programs were tested for the number of detected problems in the registry and the functionality of each utility.

Based on the results of the analysis and conducted tests, specific recommendations on the use of programs are given. If the PC is prevented in a timely manner, there will be fewer problems with the computer. Regular diagnostics and prevention of PC and laptop will help to virtually eliminate any problems. After all, prevention is the best cure.

Keywords: PC prevention, PC diagnostics, registry cleaning, PC testing, Everest, utility, registry optimization.

КОМПЬЮТЕРДІҢ ОПТИМИЗАЦИЯСЫ МЕН ПРОФИЛАКТИКАСЫ ҮШІН БАҒДАРЛАМАЛАРДЫ ТАНДАУ

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Компьютермен жұмыс істеу барысында, ара тұра, ДК жұмыс жағдайында ұстау операцияларын орындау қажет және ол үшін қандай бағдарламаларды қолдануды білу керек. Диагностика мен алдын алу операцияларына келесілер жатқызылады: дискті қоқыстан тазалау, дисктің дефрагментациясы, реестрі тазалау, жүйенің оптимизациясы, автозапуск элементтерін жөндеу және басқа да операциялар.

Берілген мақалада ДК-ді алдын алу мен диагностикаға қажетті бірнеше бағдарламалар зерттеледі. EVEREST, PC Wizard, CCleaner, Carambis Cleaner бағдарламаларының суреттелуі берілген.

Бірінші тест – тестілік компьютердің реестрінде ақаудың бар жоқтығын тексеру. Осында жақсы нәтижені Ccleaner көрсетті. Кейін әрбір утилиттің функционалдығы, яғни бар 11 пункт бойынша негізгі тиімді функциялардың қолжетімділігі салыстырылды. Бұл фазада қайтадан өзін CCleaner жақсы жағынан көрсетті. Бағдарламалар реестрде проблеманы анықтау санына және әрбір утилитаның функционалдығына тестіленді.

Анализдер менөткізілген тестілердің қорытындысы бойынша, бағдарламаларды қолдануда белгілі ұсыныстар берілді. Егер уақытылы ДК-дің профилактикасын өткізілетін болса, онда компьютермен ешқандай қиындықтар тумайды. Тұрақты диагностика мен ДК мен ноутбуктың профилактикасы кез-келген ақауларды жоюға көмектеседі. Себебі профилактика – ол ең дұрыс ем.

Кілтті сөздер: ДК-дің профилактикасы, ДК-диагностикасы, реестрді тазалау, ДК-ді тестілеу, Everest, утилита, реестрдің оптимизациясы

ВЫБОР ПРОГРАММ ДЛЯ ПРОФИЛАКТИКИ И ОПТИМИЗАЦИИ КОМПЬЮТЕРА

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При работе с компьютером, время от времени, необходимо выполнять операции по поддержанию ПК в рабочем состоянии и соответственно какие программы для этого использовать знать необходимо. К операциям диагностики и профилактики КС относятся: очистка диска от мусора, дефрагментация диска, чистка реестра, оптимизация системы, настройка элементов автозапуска и другие операции.

В данной статье исследованы несколько программ для диагностики и профилактики ПК. Приведено описание программ EVEREST, PC Wizard, CCleaner, ***Carambis Cleaner.***

Первый тест - проверка ка наличие ошибок в реестре тестового компьютера. Здесь хороший результат показал CCleaner. Далее сравнена функциональность каждой утилиты, т.е. наличие основных полезных функций, всего по 11 пунктам. На данном этапе вновь лучше всех показал себя CCleaner, имея в наличие почти все рассматриваемые функции – 9 из 11. Программы были тестированы на количество обнаруженных проблем в реестре и на функциональность каждой утилиты.

По итогам анализа и проведенных тестирований, даны конкретные рекомендации по использованию программ. Если своевременно проводить профилактику ПК, то будет меньше количество проблем с компьютером. Регулярная диагностика и профилактика ПК и ноутбука поможет практически исключить любые неполадки. Ведь профилактика - это лучшее лекарство.

Ключевые слова: профилактика ПК, диагностика ПК, чистка реестра, тестирование ПК, Everest, утилита, оптимизация реестра.

Most of the violations of the computer's performance are caused by the neglect of timely prevention and diagnostics. Actions of PC daignostics will increase the efficiency of the computer, make it stable and increase the speed, significantly reduce system failures and at an early stage identify hidden problems that may lead to a complete inoperability of the PC. Correct diagnosis of a malfunction is the first and one of the most important steps in the repair of a PC. There is a whole complex of specialized software for this purpose.

In this article, we explore programs for diagnosing and preventing PC.

Overview of programs for diagnosis and prevention of CS

For normal operation of the operating system itself and any other software, various auxiliary programs are used to configure the computer, optimize and clean up the operating system, keeping the registry and hard disks from unnecessary files, which is important for preventing the hangs and slow operation of the operating system [1] .

Programs for testing and diagnostics are available for almost all hardware and software parts of the computer.

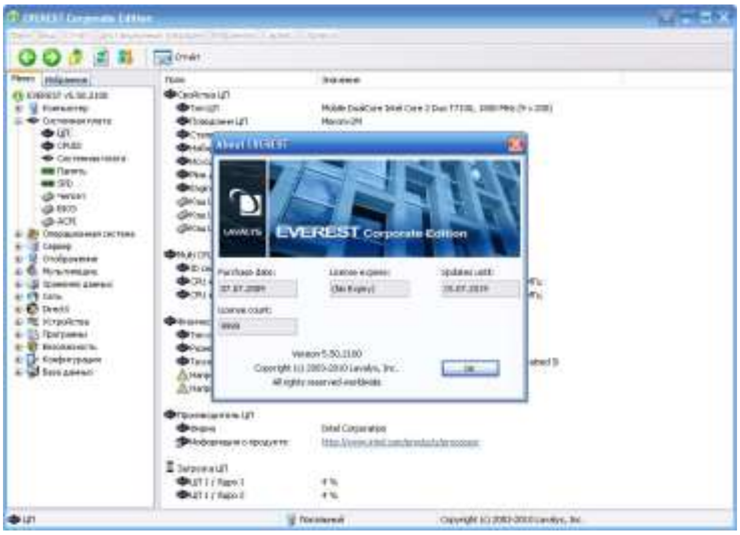
EVEREST

EVEREST 5.50 is a complete PC diagnostics software utility that assists you while installing, optimizing or troubleshooting your computer by providing all the information you can think of about your system – from hardware devices and installed drivers to operating system security and stability metrics. There is also the possibility of running a computer performance test and comparing it with the benchmark result. In addition, EVEREST allows you to save reports in HTML and TXT formats.

The most accurate and detailed hardware information about the motherboard and the CPU; detailed information about the video adapter, drivers and monitor; information about all storage devices, network adapters, multimedia and input devices; information about other hardware (PCI, PnP, PCMCIA, USB);

detailed information about Windows, including the installation date, license key and much more; detailed information about installed programs, scheduled tasks and programs in the autorun; operating system security information.

Also there is a list of firewalls, antispyware and anti Trojans; system stability test; CPUID panel; monitoring of hardware; CPU and FPU performance tests; tests of memory performance and much more [2].



Picture 1. EVEREST **5.50**

PC Wizard

PC Wizard 2014 2.13 - a program that provides extensive information about all the components installed on the computer: memory, motherboard, devices for storing and recording information, video card, network devices, modems, printers, etc., including a variety of data on the operating system - version of the system, installed fonts, libraries, WinSock, active processes, available modules and services, etc.

Also, the PC Wizard can be used to analyze and test your computer system: processor, cache, RAM, hard drive, CD / DVD-ROM drive; video cards; MP3 compression performance. One of the advantages of the program PC Wizard - a constant update (usually about once a month), so it supports all the latest technology [3].

Picture 2. PC Wizard 2014 **Picture 3. Carambis Cleaner**

Carambis Cleaner

Carambis Cleaner is a comprehensive program designed to clean your computer of all kinds of junk files and increase its performance and stability. It will help to clean your computer of temporary files, duplicates, and also remove outdated and invalid keys from the Windows registry.

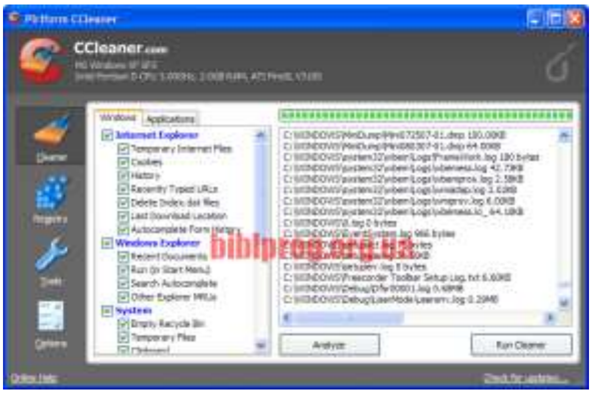
With Carambis Cleaner, you can quickly and easily clean free space on hard drives, and make the computer work faster and more stable. The program will help to delete large temporary files, as well as duplicates of any types of files. There is a function of irretrievable deletion of files. Carambis Cleaner will also help clean up the Windows registry from obsolete, broken and invalid keys, thereby increasing the stability and performance of your computer. In addition, it has the ability to remove unnecessary programs and manage the startup list [4].

CCleaner

CCleaner 5.05.5176 - one of the most powerful free programs for cleaning the system from temporary and unused files.

CCleaner has many levels of security checks, in order to be sure that nothing is needed and useful. For very suspicious and cautious users, a backup system is also provided.

CCleaner cleans the following components of Windows: Browsers (temporary Internet files, URL history, Cookies files, hidden files Index.dat, location of the latest downloads, form autocomplete); Operating system (trash, clipboard, temporary Windows files, Windows log files, recent documents, Windows XP search assistant history.) [5].



Picture 4. CCleaner 5.05.5176

Software testing

Checking for errors in the registry of the test computer (Computer setup: Intel (R) Core (TM) i3-4005U CPU 1.70 GHz / RAM 4 GB / Windows 7 Maximum). We installed all the registry cleaners on one logical drive. Scanning was done for the largest number of sections provided by the settings of the test participants, the number of problems found and the time spent for verification were recorded. After restarting the operating system, the procedure was repeated, the averaged data was taken and entered into table 1.

Table 1. Scanning time and performance tests

Software	Scanning time, s	Number of problems detected
EVEREST	48	348
PC Wizard	63	64
Carambis Cleaner	125	349
CCleaner	45	448

CCleaner showed good the best result with 448 detected preblems in 45 seconds, it turned out to be the most effective detection of garbage in the registry, and the fastest among the participants' programs. But the program PC Wizard showed the worst search results - 64 problems detected in 63 seconds, you can clearly say that it failed the test was. Carambis Cleaner's results were not that bad - 349 problems detected in 125 seconds [6].

The test results given in Table 1 can be clearly seen in the diagrams 1 and 2 below.

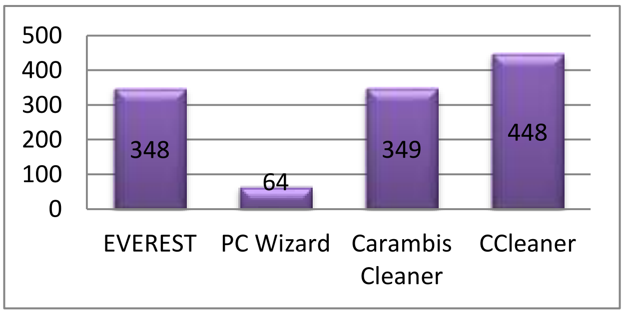


Diagram 1. Number of promblems detected

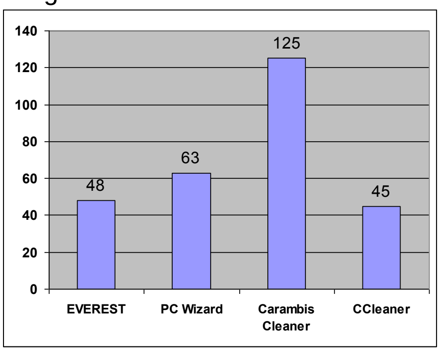


Diagram 2. Scanning time

Next, we check the functionality of each utility, i.e. availability of the main useful functions (registry restore and copying, manual editing, optimization) and additional, no less useful functions (dispatcher autorun, system cleaning, program uninstaller , etc.), only 11 items. The data are listed in Table 2.

Table 2. Software functions

Software	EVEREST	PC Wizard	Carambis Cleaner	CCleaner
Registry restore and backup	+	+	+	+
Number of levels of automatic registry cleaning	1	1	1	1
Registry manual editing	-	-	-	+
Registry optimization (compression, defragmentation)	-	-	-	+
Registry searching and replacing	-	-	-	+
System cleaning	+	+	-	+
Overwriting (mashing)	-	+	-	-
Autorun Manager	+	+	+	+
Program Uninstaller	-	+	-	+
Working with files (searching, moving, deleting)	-	+	-	-
System optimization (performance, interface)	-	-	-	+

At this stage, the CCleaner proved to be the best again, having almost all of the functions considered, 9 out of 11. Following it, the second place was taken by PC Wizard, it had 6 functions out of 11 possible. And the worst result was shown by Carambis Cleaner program, which had only 3 functions from the ones we examined.

Recommendation for choosing programs

We tested 4 programs for basic functions. The programs reviewed are: EVEREST, PC Wizard, Carambis Cleaner and CCleaner. The programs were tested for the number of detected problems in the registry and the functionality of each utility.

Based on the analysis and tests conducted, we recommend the CCleaner program.

On the tests, the program showed itself perfectly. Having detected the greatest number of problems in just 45 seconds. CCleaner removes unused files from your system, this allows Windows to run faster and frees valuable space on your hard drive. Also, it removes such traces of your online activity as a story of being on the Internet.

The programs have been tested for functionality. CCleaner has many functions, one of the most important is speed. If the PC is prevented in a timely manner, there will be fewer problems with the computer. Regular diagnostics and prevention of PC and laptop will help to virtually eliminate any problems. After all, prevention is the best medicine [6].

After doing the work, it can be concluded that timely diagnosis and prevention of PCs is a guarantee of a long and trouble-free operation, and in many ways special programs help it.

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УДК 37.02: 37.026.6

ПОДАЧА ИНФОРМАЦИИ ОБУЧАЮЩИМСЯ ПРИ ВЕДЕНИИ ЗАНЯТИЙ

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В данной работе рассказано о применяемом на занятиях методе донесения учебной информации до студенческой аудитории путём применения технических средств, форм взаимодействия между преподавателем и студентами. К применению такой формы подачи материала привели сложившиеся особенности организации учебного процесса, условия материальной обеспеченности, влияние тенденции развития клипового мышления у современной студенческой аудитории и стремление затронуть все темы преподаваемой дисциплины. Метод применяется на различных видах занятий - лабораторных и практических, в зависимости от имеющегося у педагога материала. При этом не ставится цель провозглашения каких-либо рекомендаций, так как педагогика высшей школы достаточно сложная, обширная тема - необходимо знать педагогические принципы, методы, способы, технологии обучения, иметь огромный опыт работы с учащимися и кроме этого, собирать данные, систематизировать, анализировать и делать выводы. Вероятно, описываемый компромиссный метод сам станет объектом рассмотрения педагогами, занимающимися изучением инновационных методов обучения в высшем образовании. В наши дни этот вопрос продолжает оставаться актуальным и приобретает новое звучание. Несмотря на то, что многие педагоги отмечают клиповое мышление как характерную особенность восприятия и конвертации информации только у молодого поколения, замечено, что данный вид мышления выявляется у всех возрастных групп современного общества.

Ключевые слова: студент, клиповое мышление, понятийное мышление, видеохостинг, интернет, инновационные методы обучения.

САБАҚТАРДЫ ЖҮРГІЗГЕНДЕ АҚПАРАТТЫ БІЛІМ АЛУШЫЛАРҒА ЖЕТКІЗУ

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Ұсынылған жұмыста сабақтарда қолданысын тапқан студенттер аудиториясына техникалық құралдардың, оқытушы мен студенттер арасындағы өзара әсерлесу нысанындардың көмегімен оқу мәліметтерін жеткізу тәсілі туралы баяндалған. Оқу үрдісінің ерекшеліктері, материалдық қамсыздандырудың жағдайлары, кәзіргі студенттік аудиторияда клиптік ойлаудың таралу тенденциясы және оқытылатын пәннің барлық тақырыптарын қарастыру қажеттілігі осы тәсілді қолдануға мәжбүр етті. Оқытушының қолында бар материалына байланысты бұл тәсіл әр түрлі – зертханалық, тәжірибелік сабақтарда да қолдануда. Сонымен бірге нақты ұсыныстар туралы айтылмайды, өйткені жоғары мектеп педагогикасы айтарлықтай күрделі, ауқымды сала – педагогикалық принциптерін, оқытудың тәсілдерін, әдістерін, технологияларын білу қажет, білім алушыларымен жұмыс істеу барысында жиналған кен көлемде тәжірибемен қатар мәлімет жинап, оны топтастырып, талдап қорытындыларын шығару керек. Мүмкін, *жарияланымда айтылған ымыралы тәсілдің өзін жоғары білім салада инновациялық тәсілдерді зерттеумен айналысатын педагог мамандары қарастырады. Аталған мәселемен айналысатын көптеген педагог мамандарының пікірінше клиптік ойлау қабылдау және түрлендіру амалы ретінде тек жастарда ғана кездесетінің айтса, соңғы зерттеулер осы құбылыс, яғни ойлау тәсілі заманауи қоғамның барлық жастағы тұлғаларына тән.*

Түйінді сөздер: студент, клиптік ойлау, түсініктік ойлау, видеохостинг, интернет, оқытудың инновациялық тәсілдері.

SUBMISSION OF INFORMATION TO TRAINEES AT THE LESSONS

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In this paper, we talk about the method used to teach the delivery of educational information to the student audience by applying technical means, forms of interaction between the teacher and students. To the application of this form of presentation of material, the established features of the organization of the educational process, the conditions of material security, the influence of the trend of development of the clip-on thinking in the modern student audience and the desire to touch upon all the subjects of the taught discipline. The method is used in various types of occupations - laboratory and practical, depending on the material available to the teacher. At the same time, the goal is not to declare any recommendations, since higher school pedagogy is quite complex, an extensive subject - it is necessary to know the pedagogical principles, methods, methods, technologies of teaching, to have vast experience with students and, in addition, to collect data, systematize, analyze and draw conclusions. Probably, the described compromise method itself will be the object of consideration by teachers engaged in the study of innovative methods of teaching in higher education. Today, this issue continues to be relevant and acquires a new sound. Despite the fact that many educators note clip-like thinking as a characteristic feature of perception and conversion of information only in the younger generation, it is noted that this kind of thinking is revealed in all age groups of modern society.

Keywords: student, clip-on thinking, conceptual thinking, video hosting, internet, innovative teaching methods.

«Сначала было слово. Потом слов стало два. Со временем слов стало больше.… И вот мы тонем в океане информации». Эта фраза из рекламы метко описывает современную ситуацию, когда на современного человека обрушивается огромный объём всевозможной информации. Эта информация подаётся в самых разных видах – в виде текста, аудио-, видеоматериала, анимации, картинок, и даже тактильно. И давно замечено, что вследствие этого человек утомляется, отгораживается от внешнего мира, старается меньше обращать внимание на агрессивную, всепроникающую информацию.

Раньше, буквально несколько лет назад, библиотеки были востребованы обучающимися. Сейчас у студента появился другой мощный, доступный источник информации – интернет с очень наглядными видеохостингами, развлечениями и рекламой.

Конечно, интернет является массовым давно, однако благодаря тому, что в последние годы интернет-трафик подешевел, скорость его значительно увеличилась, выросло число точек его распространения, стали доступными смартфоны с весьма качественной передачей видеосигнала интернет стал действительно всепроникающим явлением.

В контексте «классического» образования, преподаватель является отправителем информации, а студент – получателем. В таком случае, часто используется метод «chalk-and-talk», т.е. «мел-и-разговор». Это популярный метод, который использовался в течение многих десятилетий в качестве образовательной стратегии во многих учебных заведениях. В таких случаях, режим обучения, как правило, пассивен, а учащиеся играют незначительную роль в их процессе обучения [1].

В условиях современной жизни проводить обучение только консервативными методами не совсем эффективно, так как учебная информация от преподавателя может просто «не влиться» в лавину информации, которую студент ежедневно перерабатывает.

Понятно, что преподаватель в «борьбе за внимание» слушателя не может противостоять мощи всемирной Сети, но ничего не мешает использовать интернет с максимальной пользой при ведении занятий.

Есть множество исследований на эту тему. Из ранних – «конус опыта» Эдгара Дейла. Эдгар Дейл (1900-1985) – всемирно известный пионер в области использования аудио-визуальных материалов в обучении. С 1929 по 1970 г. преподавал в Государственном университете штата Огайо (США).

Ученый изучал проблемы усвоения вербального преподавания и тестирования «читаемости текстов». И в 1969 году, выявляя наиболее эффективные способы обучения, пришёл к выводу, что слушать лекции на тему или читать материалы по предмету – это наименее эффективный способ выучить что-либо и что обучать других и использовать изучаемый материал в собственной жизни – это наиболее эффективный способ выучить что-либо.

Однако также есть мнения, что Э. Дейл был неточен в своих исследованиях, либо его последователи неправильно интерпретировали его рассуждения, тем более учитывая тот факт, что учёный творил задолго до появления интернета.

Между тем, регулярно озвучивается мнение педагогов: «студенты учиться не хотят». А может быть, не хотят потому, что учиться по-прежнему, как в прежние времена, неинтересно в условиях, когда стало весьма легко находить любую информацию? На занятиях много времени отводят подготовке к ЕНТ, что чаще всего сводится к умению угадать правильный ответ. Общество не может не отдавать себе отчета в том, что сейчас особенно важно тщательно продумать содержание системы образования, выверить педагогические методики, которые позволили бы студенту формировать и развивать системное мышление, без которого ни один специалист не может состояться.[2]

Каждый день человеческому мозгу приходится воспринимать и обрабатывать огромный поток информации разнообразной по форме и содержанию.

Таким образом, сознание человека приспосабливается к новым социальным факторам. Доминирование прагматического аспекта в образе жизни общества порождает ускорение ритма восприятия информации любой сложности. Очевидно, что в современном информационном мире формируется самостоятельный когнитивный модуль сознания человека.

Люди нового когнитивного стиля сознания рефлекторно воспринимают мир посредством коротких ярких посылов, воплощенных в форме видеоклипов (clips). Получая информацию фрагментами, человек часто не фиксируется глубоко на идейном понимании клипового посыла. Предпочтение отдается образам и звуковому сопровождению. В переводе с английского языка clip – это «стрижка; вырезка (из газеты); «быстрота» (движения); «отрывок» (из фильма), «нарезка» и т.д.

Такое преобразование информационного поля требует от человека максимальной концентрации и быстрого переключения с одного информационного фрагмента на другой. Усиленное развитие навыка быстрого переключения за счет длительного сосредоточения на фрагментах приводит, как правило, к возбуждению эмоций и чувств человека. В результате, активизируются разные зоны коры головного мозга.

Клиповость становится образом жизни человека. В культурной системе возникает потребность разбивать информацию на прагматические разностильные фрагменты, употребляемые в заданном контексте общения. Важно подчеркнуть плюсы и минусы фрагментарного потребления информации.

Например, с одной стороны, клиповость разрушает однородность содержания информационного поля, с другой стороны, активизирует эмоции и чувства человека. Известный русский философ Ф.И. Гиренок представил теорию клипового мышления еще в 90-е годы XX столетия. [3]

Анализируя информацию, обладатель клипового мышления легко оперирует только смыслами фиксированной длины и с трудом может работать с семиотическими структурами произвольной сложности. У человека возникает потребность в создании новых картинок, образов, фактов, что способствует развитию воображения и творческого мышления.

Данную особенность важно учесть педагогам при организации современного образовательного процесса. В рамках обучения у студентов возникает проблема, связанная со снижением способности к анализу текста.

Учитывая специфику клипового мышления, преподаватели советуют разбивать текст на фрагменты – смысловые блоки небольшие по объему (2–3 абзаца). Тексты должны эмоционально воздействовать на человека и сопровождаться визуальными и слуховыми средствами передачи информации. Во многих образовательных учреждениях специалистами активно разрабатываются психологические тренинги, способствующие концентрации внимания на одном предмете и удерживанию этого состояния в течение длительного времени.

Опираясь на имеющийся педагогический опыт, следует отметить явное фундаментальное изменение культуры восприятия человека в современном мире. Одна за другой возникают проблемы, связанные с ролью, местом, формой и содержанием линейного текста в образовательной системе. Так как в современном образовании приоритетную позицию занимает текстоцентрический подход, по нашему мнению, необходимо пересмотреть методы и приемы работы с учебными текстами. [3]

Учитывая эти и другие работы на тему того, какие способы наиболее эффективны, допускаю возможность комбинирования различных методов подачи учебного материала, так как согласно исследованиям, аудитория делится на людей с понятийным и клиповым мышлением. Чтобы не тратить время на определение, к какому типу относится каждый отдельно взятый студент и с целью завладения вниманием разных по темпераменту и мышлению студентов, на занятии можно задействовать разные способы подачи информации, применяя новые технические средства и программы.

Кроме того, учитывая сложившиеся особенности организации учебного процесса, условия материальной обеспеченности, не позволяющие развивать только понятийное мышление у аудитории (а клиповое мышление сформируется само собой под влиянием Сети) и, задавшись целью затронуть все темы дисциплины, мною используется следующий метод подачи материала.

Сначала раздается распечатанный лекционный теоретический материал – обучающиеся знакомятся с темой занятия, читают и обязательно делают краткий конспект в тетрадях. При нехватке времени одновременно можно рассмотреть тему занятия вместе со студентами, прокручивая на экране телевизора текст лекционного материала и кратко комментируя. С целью закрепления теоретического материала студентам выдаются по вариантам тестовые задания с задачами.

Далее следует демонстрация на экране телевизора видеоматериала, рисунка или gif – анимаций по теме занятия. Это позволит визуально закрепить, зафиксировать в памяти пройденную тему. Для этого необходимо широкое внедрение в учебные аудитории средств визуальной информации, а именно подвесных (настенных) телевизоров. Такое практиковалось и раньше, в советские времена. Однако отличие в том, что тогда по телевизору зрителю демонстрировались готовые учебные фильмы. Смена видеоматериала происходила медленно (видеомагнитофон, кассеты) и далеко не всякий лектор имел большую видеотеку по темам дисциплины. Поэтому мало иметь в аудитории современный телевизор с большой диагональю – надо обязательно подключить его к интернету. Так лектор получит возможность находить в режиме «on-line» видеоматериал (например, с видеохостинга YouTube) по теме занятия и демонстрировать аудитории. Совсем необязательно это могут быть видеолекции, часто встречается и интересный контент и от любителей - фанатов определенной сферы деятельности. Да что говорить, если даже советские короткометражные учебные фильмы тоже размещены на YouTube.

В чём преимущество подачи видеоматериала и gif – анимаций «on-line», то есть прямо с интернета, с помощью телевизора?

Появляется возможность оперативно реагировать на вопросы аудитории. Допустим, вы рассматриваете определённую тему согласно силлабуса, но у слушателей появился вопрос, касающийся смежной темы. Эта смежная тема может относиться к другой, родственной дисциплине и вы, найдя соответствующий материал (видеоматериал, иллюстрации, gif - анимацию) можете кратко и наглядно продемонстрировать ответ. Да и по скорости, наглядности подачи материала видео куда эффективнее презентации.

Другой момент заключается в следующем. Актуальность учебного материала существенно поддерживает интерес аудитории к предмету, а техника и технологии сейчас настолько быстро развиваются, что инновации далеко не сразу находят своё отражение в лекциях, наглядных плакатах и тем более литературе. Подобные новинки можно показать только в видеоматериале, а если он общедоступен, то зафиксируется у студента в памяти и при необходимости он сможет самостоятельно это отыскать.

Не стоит забывать использовать наглядные пособия, которые используются на занятии - цветные (но не блеклые, как раньше), визуально подобны рекламным плакатам – лаконичные, броские, с чёткой графикой, и ни в коем случае не чёрно-белые.

Для использования тактильной составляющей восприятия студенты могут ознакомиться с находящимися в аудитории образцами - потрогать руками, попробовать их в действии.

После демонстрации материала (в конце занятия) студенты могут задавать вопросы по теме или мозговым штурмом коллективно решать занимательную загадку-головоломку. По окончании занятия можно разместить в студенческой группе мессенджера WhatsApp текстовый материал, иллюстрации, анимации или ссылку на видео - студенту не придётся тратить время на поиск материала. Можно создать группу со студентами в социальной сети (например «ВКонтакте») и размещать лекционный материал в различных форматах. Разумеется, здесь нельзя быть назойливым, иначе пользователи могут начать относиться к вашей информации, как к информационному мусору.

Таким образом, выше рассматривается метод клиповой подачи информации не в чистом виде, а виде «клиповой» смене методов подачи материала на занятии. Студент перерабатывает учебную информацию, поданную в разных видах - он читает текст, осмысливает его, конспектирует, затем смотрит короткое видео, gif – анимации, решает тесты с задачами, участвует в живой полемике с товарищами при мозговом штурме загадки-головоломки и во время занятия общается с преподавателем.

Реализуется интерактивная форма взаимодействия преподавателя и студентов, которая схематично представлена на рисунке 1.

Цель интерактивных методов в преподавании состоит в создании комфортных условий обучения, при которых студент чувствует свою интеллектуальную состоятельность и успешность, что делает эффективным сам процесс обучения. Другими словами, интерактивное обучение – это, в первую очередь, диалоговое обучение, в процессе которого происходит как взаимодействие между студентом и преподавателем, так и между самими студентами.

Задачи, которые ставят перед собой интерактивные методы обучения

- пробуждение интереса у студентов к дисциплине и самообразованию;

- формирование у студентов собственного мнения и умения отстаивать свои позиции;
- формирование социальных и профессиональных навыков;
- эффективное усвоение преподаваемого материала;
- самостоятельный поиск студентами путей и вариантов решения поставленной задачи, также обоснование принятого решения;
- установление активного взаимодействия между студентами, обучение работы в команде;
- формирование уровня осознанной компетентности студента. [4]

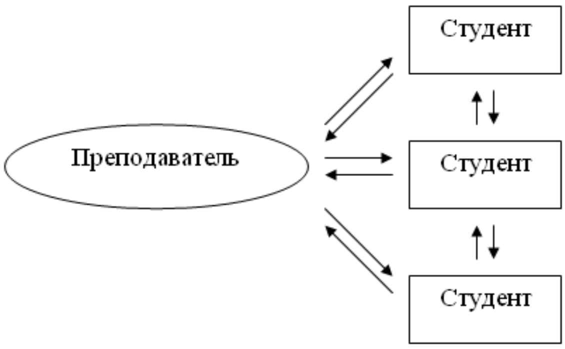

Рисунок 1. Интерактивные формы взаимодействия преподавателя и студентов [4]

Студенты с различными способностями усвоения могут по своим возможностям и наклонностям усвоить материал удобными им способами. Однако если применять только один из перечисленных методов подачи материала для клипового или понятийного мышлений, то спустя время часть аудитории потеряет интерес к материалу.

В наши дни этот вопрос продолжает оставаться актуальным и приобретает новое звучание. Несмотря на то, что многие педагоги отмечают клиповое мышление как характерную особенность восприятия и конвертации информации только у молодого поколения, хотелось бы отметить, что данный вид мышления выявляется у всех возрастных групп современного общества.

При этом необходимо учитывать, что, несмотря на доступность информации для обучающихся, самостоятельный постоянный поиск информации студентом нецелесообразен. Поскольку такой метод тяжелее для среднестатистического обычного студента - молодого любопытного человека, так как ему придётся перелопатить гигантский объём информации по всем изучаемым дисциплинам – отсеять ненужное, выделить суть, затрачивая на это большое количество времени. При этом, не обладая первоначальной базой знаний по предмету, студент рискует нарваться на ошибочный или неграмотно сформулированный материал.

Поэтому задачей лектора по-прежнему остается поиск материала, который он должен «пропустить через себя» и только потом демонстрировать и/или рекомендовать аудитории. Этот материал должен быть лаконичным, максимально понятным.

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УДК 621.3

ЭЛЕКТРОСТАРТЕР ДЛЯ ПУСКА ДВИГАТЕЛЕЙ ВНУТРЕННЕГО СГОРАНИЯ

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В данной статье рассмотрены особенности конструкции стартерных электродвигателей постоянного тока. В систему электроснабжения автомобиля входят генераторная установка и аккумуляторная батарея. К системе электростартерного пуска относят аккумуляторную батарею, электростартер, реле управления и электротехнические устройства для облегчения пуска двигателя. Электростартер конструктивно объединяет в себе: стартерный электродвигатель, тяговое электромагнитное реле и приводной механизм. Стартерный электродвигатель - четырехполюсный коллекторный двигатель постоянного тока смешанного возбуждения с преобладанием магнитодвижущей силы обмотки последовательного возбуждения, без добавочных полюсов, основными конструктивными элементами которого являются якорь с обмоткой и коллектором, корпус с полюсами и катушками обмотки возбуждения, щеточный узел, крышки корпуса. Обмотка якоря простая волновая с одно - или двухвитковыми секциями из прямоугольного или круглого медного провода. Концы секций обмотки якоря крепятся в петушках пластин коллектора. Коллектор, собранный из пластин коллекторной меди, изолированных друг от друга и вала, имеет цилиндрическую или торцевую контактную поверхность. Крепление пластин прочное на металлической втулке либо пластмассой. Контактная поверхность торцевого коллектора расположена в плоскости, перпендикулярной к оси вала.

Ключевые слова: энергосбережения; электропривод; электрическая энергия; технологический процесс.

ІШТЕН ЖАНУ ҚОЗҒАЛТҚЫШТАРДЫ ІСКЕ ҚОСУ ҮШІН АРНАЛҒАН ЭЛЕКТРОСТАРТЕР

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Бұл мақалада стартерлік тұрақты токтың электр қозғалтқыштар конструкциясының ерекшеліктері қарастырылған. Автомобильдің электрмен жабдықтау жүйесіне генераторлық қондырғы және аккумуляторлық батарея кіреді. Электростартердың іске қосу жүйесіне аккумуляторлық батареяны, электростартер, басқару релесі жатқызады және қозғалтқыштың іске қосу электротехникалық құрылғыларды жеңілдету үшін қолданады. Конструктивті жағынан электростартер: стартерлі электр қозғалтқыш, электромагниттік тартқыш реле және жетекті механизмдерді біріктіреді. Стартерлі электр қозғалтқыш – бұл төрт полюсті коллекторлы тұрақты ток қозғалтқышы, аралас қозу басым болуымен магнит бағыттағыш күш орамдары тізбектей қозу, қосымша полюстердің негізгі конструктивті элементтері болып табылатын зәкір орамымен және коллектор, корпус полюсымен және катушкамен қоздыру *орамасының, щеткалық торабынан, қақпақтар корпусынан тұрады. Зәкір орамасы қарапайым толқынды бір немесе екі орамды секцияларының бірі тік бұрышты немесе дөңгелек мыс сымынан тұрады. Зәкір ораманың секциялардың ұштары коллектордың пластиналарына бекітіледі. Мыс коллектор пластиналарынан жиналған, бір-бірінен оқшауланған коллектор және цилиндрлі немесе үстінгі байланыс бетінен тұратын білік. Бекіткіш пластина берік металлдан немесе пластиктан тұрады. Коллектордың үстінгі байланыс беті орталық білігінің жазықтыққа, перпендикулярлы орналасқан.*

Түйінді сөздер: энергия үнемдеу; электрожетек; электрлік энергия; технологиялық процесс.

ELECTRIC STARTER FOR STARTING ENGINES OF INTERNAL COMBUSTION

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This article deals with the design features of DC starter motors. The power supply system of the car includes a generator set and a rechargeable battery. The power supply system of the car includes a generator set and a rechargeable battery. The electric start system includes a battery, an electric starter, a control relay and electrical devices to facilitate starting the engine. The electric starter constructively combines: a starter motor, a traction electromagnetic relay and a drive mechanism. The starter motor is a four-pole mixed-current direct-current mixed-current motor with the predominance of the magnetomotive force of the sequential field winding, without additional poles, the main structural elements of which are the armature with the winding and the collector, the housing with poles and coils of the field winding, the brush assembly, the housing covers. The armature winding is simple wave with single or double-turn sections made of rectangular or round copper wire. The ends of the armature winding sections are fixed in the males of the collector plates. A collector assembled from collector copper plates, isolated from each other and a shaft has a cylindrical or end contact surface. Fastening of plates is strong on a metal sleeve or plastic. The contact surface of the end collector is located in a plane perpendicular to the axis of the shaft.

Keywords: energy saving, electric drive, electrical energy, technological process.

In recent years, a large number of foreign cars of various brands, most of them second-hand, having a specific electrical system, differing in design, operation principle and service characteristics of the elements have appeared.

Domestic manufacturers in the struggle for the competitiveness of their products significantly modernized and expanded the composition of electrical equipment.

The increase in the number of consumers demanded an increase in the capacity of the starters without significantly increasing their weight and dimensions.

Electrical equipment of cars and tractors is a complex complex of interconnected electrical and electronic systems, transmission and running gear, traffic safety, automation of work processes of cars and tractors, and normal conditions for drivers and passengers. Automotive electrical equipment, includes the following systems and devices [1, 2]:

-energy saving;
- electric start of the internal combustion engine;
- lighting, light and sound alarm;
- electronic control systems for car and tractor units;
- information and control of the technical condition of the car and its aggregates;
- electric drive;
- suppression of radio interference;
- commutation, protective devices and wiring.

The power supply system includes a generator set and a rechargeable battery. The electric start system includes a battery, an electric starter, a control relay and electrical devices to facilitate starting the engine. The reliability of electrical equipment depends on the efficiency of the car. The development of the electrical equipment of a modern car is closely connected with the development of general electrical engineering, electronics and automobiles. For start-up of automobile engines, the systems of electric starter start are used. They are reliable in operation, provide remote control and the ability to automate the process of starting engines with the help of electrical devices. The development of electric vehicles is closely connected with the wide application of electronics and microprocesses that provide automation and optimization of work processes, greater traffic safety, lower emissions and improved working conditions for drivers. "The number and power of electric power consumers in cars are constantly increasing. Accordingly, the capacity of electric power sources increases. In place of the old electrical equipment, new electrical and electronic products and systems that are more complex in design and circuit design are coming. The operational reliability and performance of the car largely depend on the technical condition of the electrical equipment. Electrical equipment of cars and tractors of the near future is represented by a system capable of automotive adaptation to the environment and operating conditions.

The electric starter constructively combines: a starter motor, a traction electromagnetic relay and a drive mechanism.

The starter motor is a four-pole mixed-current direct-current mixed-current motor with the predominance of the magneto motive force of the sequential field winding, without additional poles, the main structural elements of which are the armature with the winding and the collector, the housing with poles and coils of the field winding, the brush assembly, the housing covers.

The core of the anchor is shaded, made of electric steel plates, pressed onto a shaft rotating in two or three supports with bronze graphite plain bearings.

The armature winding is simple wave with single or double-turn sections made of rectangular or round copper wire. The ends of the armature winding sections are fixed in the males of the collector plates.

A collector assembled from collector copper plates, isolated from each other and a shaft, has a cylindrical or end contact surface. Fastening of plates is strong on a metal sleeve or plastic. The contact surface of the end collector is located in a plane perpendicular to the axis of the shaft.

The housing of the electric starter is part of the magnetic circuit and is therefore made of steel in the form of a solid pipe or strip, rolled into a pipe and welded along the joint.

Poles, stamped from steel, solid, with coils of excitation winding put on them, are fastened to the body by screws.

The coils of series and parallel excitation windings are installed at separate poles, so the number of coils is equal to the number of poles.

The covers covering the body of the electric starter are made of cast aluminum or zinc alloy, or stamped out of steel. In the central holes of the lids are pressed bearing liners. The cover on the drive side is stable with holes for the bolts fastening the starter on the internal combustion engine.

The brush holders are attached directly or by means of a brush traverse to the cover on the collector side. In four brush holders, two of which are isolated and two are not isolated from the "mass", copper-graphite electric brushes are pressed against the contact surface of the collector by springs.

Relay electromagnetic traction, mounted on the technological flush of the lid on the drive side, is designed to connect the starter motor to the battery and to input the gear of the starter into engagement with the gear on the crown of the flywheel of the ICE. The main design elements of the traction relay is the core, retracting and holding windings, an armature, a body; return spring and relay base; movable stem with contact disc, return and damping springs; The relay covers with contact bolts embedded in it. Anchor, core and relay housing are made of ferromagnetic material. The retracting and retaining windings are made of a round copper wire, located coaxially on a brass bushing in which the relay arm moves freely. The retractor winding is connected in series to the armature of the starter motor and parallel to the relay bolts. The holding winding is designed to hold the armature, the relay in the position pulled to the core, is wound over, pulling the windings with a copper wire of smaller cross-section has an independent output to the "mass". When the relay is switched on, both windings act according to, creating the necessary pulling armature, when the gap between it and the relay core is the largest. When the relay trips, the contact bolts, connecting the starter motor to the battery and, at the same time, shunt the retractor winding, shutting it out of operation, which allows reducing the electric energy consumption of the battery during the start-up of the internal combustion engine [3, 4].

The drive mechanism is designed to connect the shafts and transmit the torque of the starter motor to the flywheel during the start-up of the internal combustion engine, to protect the anchor of the starter motor from excessive, increasing the frequency of rotation (spacing) by the flywheel of the started engine and disconnecting the shafts after starting the internal combustion engine. The main design elements of the drive mechanism are the drive activation lever, the drive coupling, the buffer spring, the free-wheel clutch and the drive gear. The drive activation lever is suspended on an axis around which it can be rotated. The upper end of the lever is connected to the anchor of the traction relay. The two fingers of the lower branched part of the lever are connected to a clutch that can move freely along the shaft of the starter motor.

The buffer spring is located between the drive clutch and the freewheel. The free-wheel clutch consists of an outer leading and internal driven cage, separated by a wedge-shaped air gap with cylindrical rollers in it. The driving cradle is integrated with the guide bushing, which has a splined connection with the shaft of the starter motor. The driven cylindrical cage with the gear of the drive is provided with a liner serving as a sliding bearing and freely mounted on the shaft. When the drive and flywheel gears are in mesh and the motor armature starts to rotate, the free-wheel clutch cage drive rotates relative to the fixed driven cage. The rollers are moved to the narrow part of the wedge clearance, the clutch jammed, and the torque of the starter is transmitted to the flywheel. After starting the engine, the speed of the drive gear and the associated driven cradle exceeds the speed of the drive cage. The rollers thus move to the wide part of the wedge-shaped gap between the clips, the clutch is wedged and, rotating, the torque from the working ICE to the electric motor is not transmitted, which protects it from "spacing". The electric starter at start-up of the internal combustion engine works as follows. When switching on the traction relay under the influence of the magnetic flux created by the magnetizing force of the retracting and holding windings, the relay arm moves and through the drive activation lever, drives the gear wheel into gearing with the gear, flywheel. At the end of the armature stroke, the contact disk closes the traction relay power contacts, including the starter motor power circuit. Power contacts close before the drive gear fully engages. Further movement of the pinion to the thrust washer on the shaft occurs under the action of axial force in the screw shaft sections and the guide sleeve of the free-wheel clutch [4, 5].

If the drive gear rests against the ends of the teeth in the ends of the flywheel teeth, it stops, and the drive activation lever continues to move, compressing the buffer spring. When the power contacts of the relay close, the starter's anchor, together with the drive, starts to rotate and, as soon as the gear tooth of the drive is installed against the trough of the flywheel gear, the drive gear under the force of the buffer spring and the axial force arising in the splined connection of the guide sleeve of the free- in gearing with the flywheel gear. The gears remain in meshing until the retaining winding of the starter traction relay is de-energized. At the first moment of time after opening the power circuit of the traction relay, the retracting and retaining windings are connected in series to the battery via closed contact bolts. In this case, the direction of the current in the retentive winding remains the same, and in the retracting winding - it changes, on the opposite. The windings are turned on in the opposite direction, and the magnetic circuit of the relay is quickly demagnetized. The return spring of the relay returns the anchor to its original position. At the same time, the relay contact bolts open, and the actuator starts to grow, pulls the starter gear out of gearing with the gear on the flywheel crown. The performance characteristics of the starter motor are evaluated according to the operating characteristic, in which three characteristic modes can be distinguished: the full braking mode, the idle speed mode and the maximum mechanical power mode, the modes of full braking and idling are diagnostic (control) and are used in assessing the technical state of the electric starter.

If, with a fixed armature current in the full braking mode, the starting torque developed by the electric starter is less than the required torque, this indicates electrical faults (shorting of the field winding or armature winding to the housing, the short-circuit in the excitation winding coils, closing the collector plates or insulated brush holders and other).

If the electric starter current is higher in idling mode and the armature rotation frequency is lower than normal, then this indicates faults, mechanical (skewing of the housing covers, bending of the shaft, excessive pressing of the brushes on the collector).

The maximum mechanical power mode developed by the starter motor is taken as the design mode. Power and speed in this mode are the initial data when determining the main dimensions of the armature of the starter motor.

Checking the traction relay of the starter.

Disconnect the jumper from the main relay contacts to the motor.

Install the starter on the stand. Connect the starter to the stand. Turn on the stand by the circuit breaker [4, 5].

When checking the retractor winding, the battery conductors are connected to the relay terminals. With a working winding, the armature is pulled into the relay. To check the holding winding, one wire from the battery is connected to the housing and the other to the relay terminal. With a working winding, the armature will be gently pulled into the relay.

The correctness of the retractor and retainer windings should be checked with an ohmmeter or the resistance measured with a voltmeter and an ammeter. The resistance of the retractor winding should be 0.35 Ohm, and of the retaining 1.11 Ohm. In the event of a fault in the windings, the traction relay should be replaced. Cream bolts of the starter switch must be cleaned, and with a strong burnout turn 180 ° around its axis. If the contact disc is heavily worn, it should be turned by the non-worn side to the contacts.

The anchor of the traction relay in the housing must move freely. After checking and replacing all worn or damaged parts, the starter can be assembled.

Checking the starter in idle.

The operation of an electric starter in the absence of a braking torque on the shaft is called the idle run of the electric starter. The test of an electric starter in this mode, for the purpose of detecting faults of a mechanical nature, is carried out in the following order.

The switch S1 is switched on and the electromotive force of the battery is measured by the voltmeter PV1 (Figure 1).

The switch S2 is switched on and the coil of the additional relay of a starter is energized. The last, having worked, closes its contacts K1.1, in the power supply circuit of traction relay of starter K2. The traction relay, under the action of the magnetomotive force of the retractor and holding coil, operates and closes its contacts K2.1. The electric starter is connected to the battery and starts up.

At the same time, the retractor winding of the traction relay is short-circuited and withdrawn from operation. After starting the electric starter for 5-10 s, the readings of the ammeter PA1 of the voltmeters PV1 and PV2 are taken, and the rotational speed of the electric starter shaft is measured by a portable tachometer. The electric starter is disconnected from the battery by pressing the switch S2.

Full braking mode.

The operating mode of an electric starter with a connected battery with a stationary (braked) shaft is called the full braking mode.

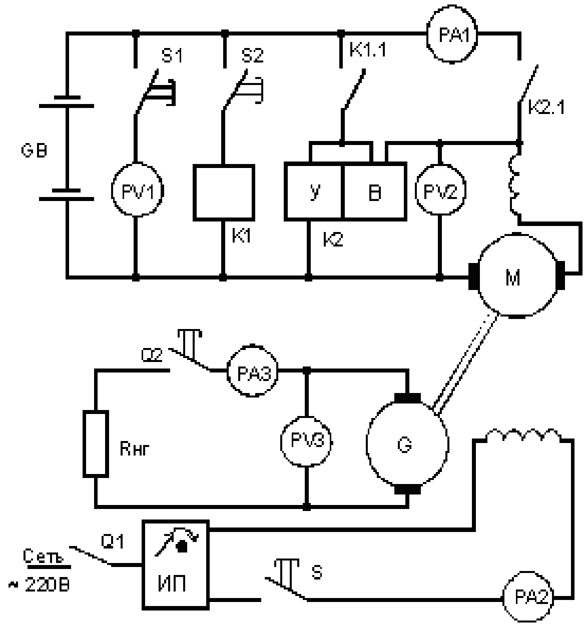
Testing of the electric starter in the mode of full braking, in order to detect a malfunction of an electrical nature, is carried out in the following order.

A special lever; inserted by one end into the opening of the coupling, the shaft of the starter motor is fixed (braked). Push-button S2 switches the electric starter to the battery and during 3-5 s the ammeter PA1 readings are taken to the voltmeters PU1 and PU2, the force acting on the brake lever is measured by pulling the latter by a manual dynamometer by the hook at the free end of the lever. The electric starter is disconnected from the battery by pressing the switch S2.

Checking the starter.

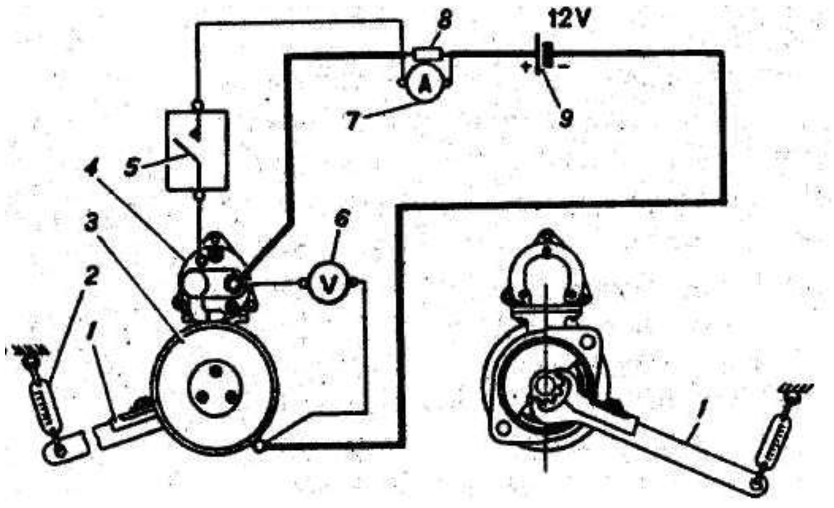
The correctness of the starter, the correctness of its assembly and adjustment is determined by checking the adjustment of the starter, checking the starter at idle, checking the starter at full braking.

To test the starter, you need: a low-voltage source (or a well-charged battery), a DC voltmeter with a scale of 0 to 30 V, a direct current ammeter with a shunt to 1000 A, a tachometer with a scale of up to 10,000 min 1, and a dynamometer.



Picture 1 - Schematic circuit diagram

The starter circuit is shown in Figure 2 if it is tested. If there is no test bench, the starter is clamped into the vise and connected to the battery. To connect the starter to the battery, wires with a cross section of at least 25-35 mm are used. The current and the shaft rotation frequency during idling tests are measured 30 seconds after the starter is turned on.



Picture 2 - Scheme of starting the starter during the test.

The starter is considered to have passed the test, if at a voltage of 12 V it consumes no more than 85 A and develops a rotation speed of at least 4000 min.

With a tight rotation of the armature, which is usually caused by misalignments due to improper assembly of the starter or anchoring of the armature beyond the poles, as well as when the armature winding is closed to the body or the short between turns, the starter consumes a current of greater force at a speed below the specified speed.

The low power of the current being consumed and the reduced speed of the armature shaft at normal voltage at the starter terminals indicate poor contact in the wiring connections inside the starter or the reduced tension of the brush springs [5].

The starter should be checked at full standstill at stand 532M or E242.

A good starter, when powered by a fully charged battery, consumes no more than 550 amps at a voltage of at least 8 volts and develops a torque equal to approximately 2 kgf · m. If the current consumption is above 550 A and the braking torque is below 2 kgf · m, this indicates a malfunction of the armature winding or field winding.

If the value of the braking torque and the current consumption is lower than normal, then at normal voltage at the starter terminals indicates poor contacts inside the starter or weak tension of the brush springs. The undervoltage at the starter terminals (less than 8 V) indicates poor connections in the wires or a battery malfunction. When the gear is loaded with a braking torque, the freewheel must not slip.

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ANALYSIS OF THE CURRENT STATE AND FORMATION OF CORPORATE INCOME TAX ON THE EXAMPLE OF “NICEWAY” LLP AND ITS INFLUENCE ON FINANCIAL RESULTS OF ACTIVITY OF THE ORGANIZATION

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The article deals with issues related to the current state and formation of corporate income tax, special requirements for information on the corporate tax approach in the enterprise. Problems of increase in corporate income tax at the enterprise are defined. Rational solutions of this problem are offered. Statistical data for the analysis of a condition of financial results of activity of the studied enterprise and also the taxes paid by the enterprise to the state are provided. An influence of CIT is revealed on the financial results of the activity of the enterprise in this study. The estimation of the mechanism of correctness and timely reflection of the dynamics of corporate income tax payment is given. In the process of the analysis, the following conclusions were made that the managers of enterprises need not only to know the procedure for the formation of CIT and the benefits to minimize the amount of taxes, and therefore the tax burden. The state should take all possible measures to reduce the tax burden in the enterprise.

Keywords: Corporate income tax, dynamics, financial results, income, cost, corporate income tax expenses.

АНАЛИЗ СОВРЕМЕННОГО СОСТОЯНИЯ И ФОРМИРОВАНИЯ КОРПОРАТИВНОГО ПОДОХОДНОГО НАЛОГА НА ПРИМЕРЕ ТОО «NiceWAY» И ЕГО ВЛИЯНИЕ НА ФИНАНСОВЫЕ РЕЗУЛЬТАТЫ ДЕЯТЕЛЬНОСТИ ОРГАНИЗАЦИИ

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В статье рассмотрены вопросы, связанные с современным состоянием и формированием корпоративного подоходного налога, особые требования к информации о КПН на предприятии. Выявлены проблемы формирования корпоративного подоходного налога на предприятии. Предложены рациональные пути решения данной проблемы. Выявлено влияние КПН на финансовые результаты деятельности исследуемого предприятия. Дана оценка механизма правильности и своевременного отражения динамики уплаты корпоративного подоходного налога. В процессе проведенного анализа сделаны следующие выводы о том, что руководителям предприятий необходимо не только знать порядок формирования КПН и льготы для максимального снижения суммы налогов, а значит и налоговой нагрузки. Государству, следует принять все возможные меры по снижению налоговой нагрузки на предприятии.

Ключевые слова: Корпоративный подоходный налог, динамика, финансовые результаты, доход, себестоимость, расходы по корпоративному подоходному налогу.

«NiceWAY» ЖШС МЫСАЛЫ БОЙЫНША КОРПОРАТИВТІК ТАБЫС САЛЫҒЫНЫҢ ҚАЗІРГІ ЖАЙ-КҮЙІН ТАЛДАУ ЖӘНЕ ҚАЛЫПТАСТЫРУ ЖӘНЕ ОНЫҢ ҰЙЫМ ҚЫЗМЕТІНДЕГІ ҚАРЖЫЛЫҚ НӘТИЖЕЛЕРГЕ ӘСЕРІ

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Корпоративтік табыс салығының қазіргі заманғы жай-күйі және оны қалыптастыру мәселелері, және кәсіпорындағы корпоративтік табыс салығы туралы ерекше ақпарат талаптары

туралы мақалада қарастырылған. Кәсіпорындағы корпоративтік табыс салығын арттыру мәселелері анықталған. Зерттелетін кәсіпорынның жағдайын талдау үшін статистикалық деректер қаржы қызметінің нәтижелері келтірілген, сондай-ақ мемлекетке кәсіпорын төлейтін салық келтірілген. Дұрыс бағалау тетігі келтірілген және корпоративтік табыс салығын уақтылы төлеу динамикасы көрсетілді. Талдау барысында жүргізілген келесі тұжырымдар жасалған: кәсіпорын басшылары КТС-тың жасалу жолдарын және салық сомасын максималды азайтудың жеңілдіктерін білумен қатар, малық жүктемесін білулері қажет. Мемлекет кәсіпорындарға түсетін салық жүктемесін азайтудың жолдарын қарастыруы қажет.

Түйінді сөздер: Корпоративтік табыс салығы, динамикасы, қаржылық нәтижелер, табыс, өзіндік құн, корпоративтік табыс салығы бойынша шығыстар.

The state, expressing the interests of society in various spheres of life, develops and implements appropriate policies - economic, social, environmental, demographic and other. At the same time, as a means of interaction between the object and the subject of state regulation of socio-economic processes, financial and credit and price mechanisms are used.

The financial and budgetary system covers relations concerning the formation and use of financial resources of the state budget and extra-budgetary funds. It is designed to ensure effective implementation of social, economic, defense and other functions of the state. An important "blood flow" of the fiscal system is taxes.

Taxes arose together with commodity production, the division of society into classes and the emergence of a state that required funds for the maintenance of the army, courts, officials and other needs.

Economically expressed existence of the state is embodied in taxes.

Exception by the state in favor of society of a certain part of cost of gross domestic product in the form of a mandatory contribution in makes a tax entity.

The list of taxes in Kazakhstan includes: corporate income tax; individual income tax; value added tax, excises; special payments and taxes of subsoil users (subscription bonus, bonus of commercial detection, royalty, tax on an excess profit); social tax; land tax; tax on vehicles; property tax.

Corporate income tax plays a huge role in formation of revenues of the state.

The key economic indicators which characterize activity of the Nice WAY LLP enterprise (see Table 1).

Table 1 - Indicators of financial results of activity of Nice WAY LLP for 2014 - 2016.

Indicators	2014	2015	2016	change			
				2014/ 2015		2015/ 2016	
				тенге	%	тенге	%
Income from realization	428735	521 873	484880	93 138	21,72	-36 993	-7,09
Cost of sales	342549	411 321	369 317	68 772	20,08	-42 004	-10,21
Gross income	86185	110 551	115 562	24 366	28,27	5 011	4,53
Other income			195			195	
Period Expenditures	76609	100 973	109 629	24 363	31,80	8 656	8,57
Income or loss from operating activities	9576	9 579	6 128	2	0,03	-3 450	-36,02
Income before taxation	9576	9 579	6 128	2	0,03	-3 450	-36,02
Corporate Income Tax Expenses	2873	2 874	1838	1	0,04	0	-0,01
Net Income	6703	6 705	3 255	1	0,02	-3 450	-51,45

The analysis conducted on the indicators characterizing the work of LLP "Nice WAY" for 2014 - 2016 give the following conclusions:

1) is not consistently characterized by income from sales of products in 2015, the volume of sales of products increased in absolute terms by 98138 tenge or 21.72%, and in 2014, compared to 2016, decreased by 7%.

2) in the same vein, the sales income is changing and the cost price, it follows that the cost price in 2015 is increasing due to the increase in sales volume and accordingly the increase is 20.08% of the indicator of 2014. In 2016, in connection with the cheapening of materials, the cost price is reduced and amounts to 369 317 thousand tenge;

3) also noted that the growth rate of income from sales of products is slightly ahead of the growth rate of production costs and in 2015 (21.72% - growth rate of revenue, 20.08% - growth rate of prime cost), and in 2016 (-7% - growth rate of income, -10% - the growth rate of prime cost), it follows that, despite the reduction in production, the enterprise in 2015 received 110,551 thousand tenge gross profit, which is quite

important for the enterprise under study, the gross profit growth in 2016 remained at the same level and this figure amounted to 115 562 thousand tenge;

4) net profit, being at the command the enterprises, is positive size and undergoes quite strong changes. This is due to the increase in the taxable base of LLP "Nice WAY" in 2014, its value was only 5341 thousand tenge, in 2015 it decreased by 18.42% and amounted to 984 thousand tenge, in 2016 it decreased to the value - 3 255 thousand tenge, which is 418.60% of the indicator of 2015 from which we can conclude that the company incurs losses.

According to the tax code of the Republic of Kazakhstan, "Nice WAY" LLP pays the following taxes and fees to the budget: Income tax from legal entities; land tax; value added tax; social tax; tax on vehicles; property tax.

For the period from 2014 to 2016 the following taxes were accrued by the enterprise (see Table 2).

Table 2 - The taxes paid by Nice WAY LLP for 2014-2016

Payment Description	2014		2015		2016		Deviation, +/-, 2016/2014	Rate of change in the calcu-lation of payments, % 2016/2014
	tenge	% of total	tenge	% of total	tenge	% of total		
Income tax from legal entities	2 872 806	41,4	2 873853	18,9	1 838 551	12,8	-1 034 255	-36,00
Land tax	661 196	9,5	655 934	4,3	1 357 068	9,5	695 872	105,24
VAT	1 306 557	18,8	9 562090	62,8	9 158 304	63,9	7 851 747	600,95
Vehicle tax	16 995	0,2	18 018	0,1	19 272	0,1	2 277	13,40
Property tax	120 144	1,7	84 936	0,6	75 506	0,5	-44 638	-37,15
Social tax	1 966 565	28,3	2 019860	13,3	1 883 996	13,1	-82 569	-4,20
Total:	6 944 263	100,0	15214691	100,0	14 332697	100,0	7 388 434	106,40

According to the data considered in Table 2, it can be seen that the tax paid by the enterprise from 2014 to 2016 increases, except for the following taxes: social tax and property tax. The rate of growth of taxes for the reporting period amounted to 121.3%.

The enterprise under investigation during this period is in a state of constant development and expansion of its main activity and it follows that the taxable base [1].

Judging by the analysis, we can say that the value added tax in the enterprise under study is the largest share of all taxes paid, so in 2015 it accounts for 62.8%, and in 2016 - 63.9, compared to In 2014, its growth was 600.95%.

At the same time, the amount of income tax from legal entities is sharply reduced, which also takes a large share among the taxes paid.

For example, in 2014, this tax was 41.4% of the total tax revenue, and in 2016 it takes 12.8% of the total taxes. The decline occurred in 2015 and 2016 hence it follows that for the entire period its amount has almost not decreased.

Also, the land tax is not the largest share in the total number of taxes.

The vehicle tax remained unchanged, its amount for 2016 was only 19 272 tenge.

Social tax and property tax declined sharply in 2015,2016, this is due to the fact that the company has reduced its staff. And it sold some assets.

The dynamics of the payment of income tax for 2014-2016 years. (see Picture 1, Table 3).

The total tax burden on the enterprise is calculated using the following formula. One of the most common formulas (1):

$$TB = (TP / (P + NI)) \times 100\ \%, \quad (1)$$

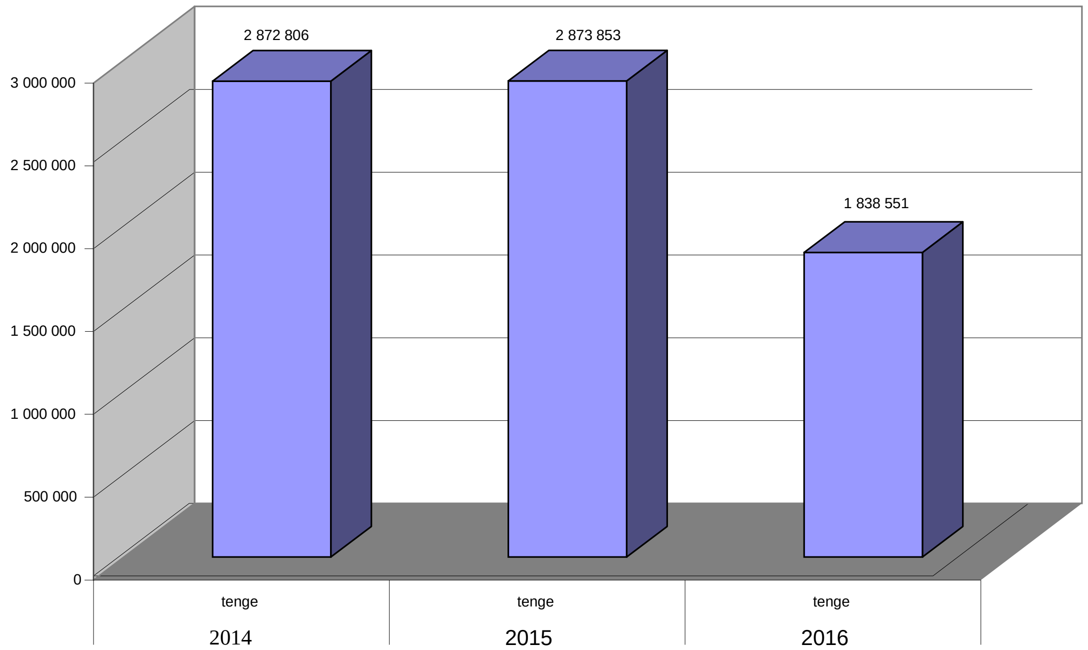
TB — tax burden on the enterprise;

TP — total amount of all taxes paid;

P — proceeds from the sale of products (works, services);

NI — non-operating income.

Unfortunately, this calculation does not allow us to determine the effect of a change in the structure of taxes on the tax burden index. The tax burden calculated by this method characterizes only the taxation of products (works or services) produced by the economic entity and does not give a real picture of the tax burden of the taxpayer.



Picture 1 - Dynamics of income tax payment from legal entities in "Nice WAY" LLP

Table 3 - Corporate income tax expenses of NiceWAY LLP for 2014-2016

Indicators	2014	2015	2016	changes			
				2014/ 2015		2015/ 2016	
				Thousand tenge	%	Thousand tenge	%
Income before taxation	9576	9 579	6 128	2	0,03	-3 450	-36,02
Corporate Income Tax Expenses	2873	2 874	1 838	1	0,04	-1 036	-36,04

As can be seen from picture 1 and table 3, the enterprise received the highest profit in 2015, because this year it paid more taxes.

Calculations for the tax burden of "Nice WAY" LLP in 2014-2016. (see Table 4).

Table 4 - Calculations for the tax burden of LLP "Nice WAY" in 2014-2016. Tenge

Indicators	2014	2015	2016	2015-2014	2016-2014
Revenues from sales	428734642	521872824	484879658	93138182	56145016
Total taxes payable	6944263	15214691	14332697	8270428	7388434
Tax load in%	16,2	29,15	29,56	12,95	13,36

Therefore, as Table 4 shows, the tax burden on "Nice WAY" LLP increased sharply from 16.2% in 2014 to 29.15% in 2015, that is, increased by 13.36%. In 2016, due to the fact that there was a reduction in the VAT rate to 12%, and it follows that the load slightly increased to 29.56%. Due to the fact that the company under investigation due to the reduction of the corporate income tax rate to 20% in 2016 reduced the tax burden.

On the question of the optimal tax burden, a single answer has not yet been found. Usually, the taxpayer considers the tax burden to be fair to 30%, that is, in the example described above, the enterprise under investigation still has a fairly tolerable burden [2].

Unlimited tax burden undermines tax base, at the same time reducing the total amount of tax revenues. The situation when the sum of tax payments is very high, the enterprise gives preference of a delay of the possible bankruptcy because of non-payments in the budget.

It follows that managers of enterprises need to thoroughly study not only the tax system, but also the taxation system, in particular its section on benefits to minimize the amount of taxes, and hence the tax burden. In turn, the state, for its own benefit, should take all possible measures to reduce the tax burden in the enterprise.

Therefore, the investigated enterprise LLP "Nice WAY" keeps in touch with the state budget and pays all the assessed taxes. By and large, in the enterprise under investigation, the connection with the budget is set at the proper level and this enterprise has no debts to the budget. And as for the received incomes to the total amount of the assessed taxes of the whole period under study, this indicates an increase in the tax burden.

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SPECIFIC FEATURES OF COMPETITIVE ANALYSIS OF ORGANIZATION’S ACTIVITIES

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Organizations organize and systematically conduct competitive analysis for successful functioning in a competitive environment, formation and management of the existing competitive advantage.

The need for competitive analysis is determined by the importance of competition for the formation of an economic mechanism for managing the organization in a market. Special knowledge of rivals is increasingly becoming a legitimate source of competitive advantage. The content of this competitive *advantage is that an organization positioned on the market offers everyone a special purchasing value, determined in relation to the offers of competitors.*

The main objective of competitive analysis is the ability to identify, and quickly and effectively use the advantages of the organization in the competitive struggle. All efforts in the spheres of production, marketing and management should be aimed at the development of precisely those qualities and properties of the organization (or its products, services) that distinguish it from potential or real competitors.

Opportunities for competitive analysis can be used in many areas: for forecasting the development of the situation, justifying the planned plans, working out development programs and investment projects, etc. All these provisions prove the necessity and relevance of studying the nature and structure of the organizational environment.

The purpose of this study is to survey the specific features of competitive analysis of the organization's activities. The article presents the results of the analysis of the relationship between competitive, marketing and other types of economic analysis in the organization, systematizes approaches to determining the nature of competitive analysis, as well as its strengths and weaknesses.

Keywords: competitive analysis, competitive advantage, competitors, organization, research of competitors.

ҰЙЫМНЫҢ ҚЫЗМЕТІН БӘСЕКЕЛЕСТІК ТАЛДАУДЫҢ АЙРЫҚША ЕРЕКШЕЛІКТЕРІ

Баранова Н.А. – экономика ғылымдарының кандидаты, А.Байтұрсынов атындағы Қостанай мемлекеттік университетінің басқару және іскерлік әкімшілік кафедрасының доценті

Бәсекелестік ортада табысты жұмыс істеу, бәсекелестік артықшылықтарды қалыптастыру және басқару үшін ұйымдар бәсекелестікке талдау жасайды және жүйелі түрде жүргізіледі.

Бәсекеге қабілеттілікті талдаудың қажеттілігі нарық жағдайында ұйымды басқарудың экономикалық механизмін қалыптастыру үшін бәсекелестіктің маңыздылығымен анықталады. Әсіресе өз қарсыласыныз туралы білу, жыл сайын бәсекелестіктің артықшылығы болып келеді. Содержание этого конкурентного преимущества состоит в том, что организация, позиционирующаяся на рынке, предлагает всем желающим особую покупательную ценность, определяемую по отношению к предложениям конкурентов Осы бәсекелестік артықшылығының мазмұны нарықта орналастақан ұйымдардың әрқайсысына бәсекелестердің ұсыныстарына қатысты анықталған арнайы сатып алу құнын ұсынады.

Бәсекелестіктің ең басты мақсаты анықтай білуде, сонымен қатар бәсекелестік қақтығыста ұйымның артықшылықтарын тез және тиімді қолдана білу. Өндіріс, басқару саласындағы барлық күш жігер ұйымның тура немесе ең басты бәсекелестерінен қолайлы ерекшелеп көрсететеін жақтарын дамытуға бағытталу керек.

Бәсекелестік талдаудың мүмкіншіліктерін көптеген салаларда қолдануға болады: жағдайдың дамуын болжау, алға қойылған жспарларды негіздеу, даму және инвестициялық бағдарламаларды дайындау үшін. Барлық көрсетілген ережелер ұйым ортасының құрылымын және мәнін зерттеудің қажеттілігін және өзектілін көрсетеді.

Нақты зерттеудің мақсаты – ұйым қызметін бәсекелестік талдаудың айрықша ерекшеліктерін зерттеу. Мақалада ұйым қызметіндегі бәсекелестік, маркетингтік және басқада экономикалық талдауларының байланысы, бәсекелестік талдаудың мәнің анықтаудағы жүйелендірілген әдістер нәтижесі келтірілген, сонымен қатар оның әлсіз және күшті жақтары анықталған.

Кілттіі сөздер: бәсекелестік талдау, бәсекелестік артықшылық, бәсекелестер, ұйым, бәсекелестерді зерттеу.

СПЕЦИФИЧЕСКИЕ ОСОБЕННОСТИ КОНКУРЕНТНОГО АНАЛИЗА ДЕЯТЕЛЬНОСТИ ОРГАНИЗАЦИИ

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Для успешного функционирования в конкурентной среде, формирования и управления имеющимся конкурентным преимуществом организации организовывают и систематически осуществляют проведение конкурентного анализа.

Необходимость проведения конкурентного анализа определяется важностью конкуренции для формирования экономического механизма хозяйствования организации в условиях рынка. Особенные знания о соперниках все более уверенно превращаются в законный источник конкурентного преимущества. Содержание этого конкурентного преимущества состоит в том, что организация, позиционирующаяся на рынке, предлагает всем желающим особую покупательную *ценность, определяемую по отношению к предложениям конкурентов.*

Главная цель конкурентного анализа заключается в умении определить, а также быстро и эффективно использовать в конкурентной борьбе преимущества организации. Все усилия в сферах производства, сбыта и управления должны быть направлены на развитие именно тех качеств и свойств организации (либо выпускаемой ею продукции, оказываемых услуг), которые выгодно отличают ее от потенциальных или реальных конкурентов.

Возможности конкурентного анализа можно использовать во многих областях: для прогнозирования развития ситуации, обоснования намечаемых планов, разработки программ развития и инвестиционных проектов и др. Все указанные положения доказывают необходимость и актуальность изучения сущности и структуры организационной среды.

Цель данного исследования – изучить специфические особенности конкурентного анализа деятельности организации. В статье приводятся результаты анализа взаимосвязи конкурентного, маркетингового и других видов экономического анализа в деятельности организации, систематизированы подходы к определению сущности конкурентного анализа, а также выявлены его сильные и слабые стороны.

Ключевые слова: конкурентный анализ, конкурентное преимущество, конкуренты, организация, исследование конкурентов.

Now, it is almost impossible to find an organization whose activities would not be guided by its competitors. Accordingly, competitive analysis is also actively formed in many enterprises, but in most of them, the analysis of competitors consists of random and non-systematic collection of information about one or more competitors. It is clear that competitive analysis is an indispensable condition for market success.

Ambiguity of approaches to understanding, and, consequently, to the application of competitive analysis is reflected in the writings of many researchers and scientists.

Various formulations of the term competitive analysis are proposed in the works of many scientists, (Table 1).

Table 1 - Formulations of the term "competitive analysis" in the opinion of various scientists

Term	Scholar	Other formulations of the term "competitive analysis"
Competitive analysis	G.L. Azoev [1] S.N. Romanenko [2]	Analysis of competitors' activities
	Lemann D.R., Wenger R.S. [3]	Analysis of competitors
	Thompson A.A., Strickland A.J. [4]	Analysis of the competitive situation
	E.V. Terekhova [5]	Monitoring of the competitive environment
	G.L. Baghiyev, A.M. Tarasevich, H. Ann [6]	Diagnostics of the competitive environment

The analysis of the term "competitive analysis" allows us to conclude that competitive analysis is also called: "analysis of competitors' activity" (G.L. Azoev, S.N. Romanenko), "competitor analysis" (D.R. Lemann, Wenger R. S.), "analysis of the competitive situation" (Thompson Arthur A., Strickland A.J.), "monitoring of the competitive environment" (E.V. Terekhova), "diagnostics of the competitive environment" (G.L. Bagiev, etc.). Despite the diversity in the formulations of competitive analysis, it is necessary to note the synonymity and identity of all the highlighted terms of this type of analysis.

The intensive development of competitive analysis in recent years raises the need to determine its role and place among other types of economic (managerial) analysis in the organization's activities. Competitive analysis today is appropriate to correlate with a comprehensive economic analysis of the enterprise, strategic and marketing analysis (Figure 1).

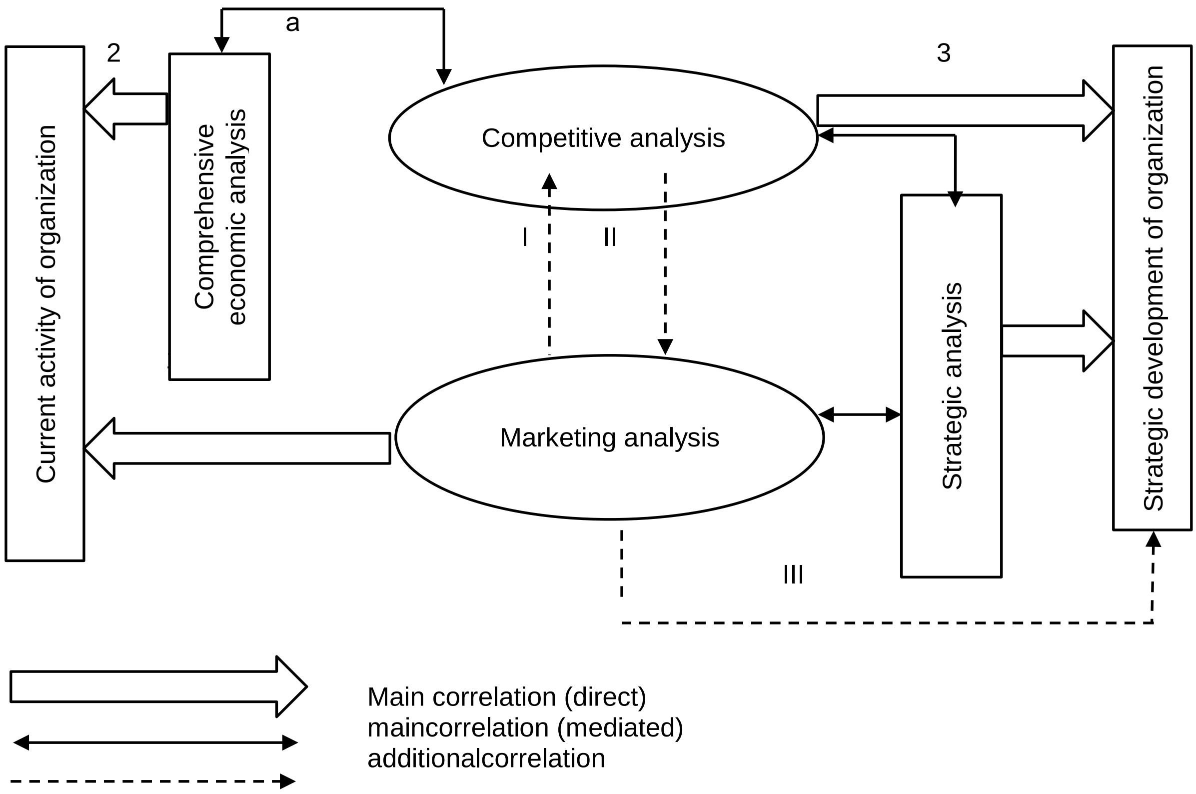

Figure1 – Correlation of competitive, marketing and other types of economic analysis in the organization's activities

Competitive analysis is not included in the complex analysis of the enterprise's economy due to fundamental differences in the object of analysis, its content, focus and because of the unique methods and methods of collecting the initial information. Competitive analysis cannot be attributed also to thematic complex analysis, because "theme" of such an analysis is predetermined by the structuring of the directions of the final comprehensive economic analysis of an individual enterprise. In the list of directions for the final comprehensive economic analysis, a set of existing and future competitors in the relevant market segment cannot be included "through pass"; object of consideration in competitive analysis.

The main link of competitive analysis is its relationship with the development and implementation of the company's development strategy. In doing so, it performs its primary function both directly and indirectly through interaction with strategic analysis.

Some external strategic analysis, which, in addition to assessing the market situation, encompasses such spheres as economics, politics, technology, international position and social and cultural behavior (the "far environment"), is similar to the objectives of competitive analysis. Strategic analysis is conducted in the context of identifying opportunities and threats of the "far environment", the factors of which are evaluated in the following way: the impact on the company is the likelihood of their implementation. Specialists in strategic analysis argue that a well-established collection of information about a rival allows foreseeing his actions, preparing effective countermeasures and incorporating them into the company's action plan. Managers who do not study competitors, risk getting an unpleasant surprise in the form of unexpected actions by rivals.

Competitive analysis indirectly participates also (through interaction with the complex analysis of economic activity) in information and analytical support of the management of the current activity of the firm. However, this does not mean that competitive analysis thereby becomes an integral part of complex analysis, since the latter is characterized primarily by an internal orientation, and the point of the first is aimed at obtaining a comparative picture of the strengths and weaknesses of current and future competitors. For the same reason, competitive analysis cannot be included in marketing analysis, since the objects of marketing analysis are goods and markets, and not competing firms.

Competitive analysis emerged from the depths of marketing analysis, borrowing many of its methods and procedures. At the same time, competitive analysis is based (and this is its main feature) on evaluating the individual characteristics of competitors, comparing the strengths and weaknesses of current and future competitors. This analysis provides both an offensive and defensive strategic context, that conditions of emerging opportunities and threats should be identified in.

The analysis of definitions of the term "competitive analysis" allows us to conclude that we can distinguish three groups of its definitions (Figure 2).

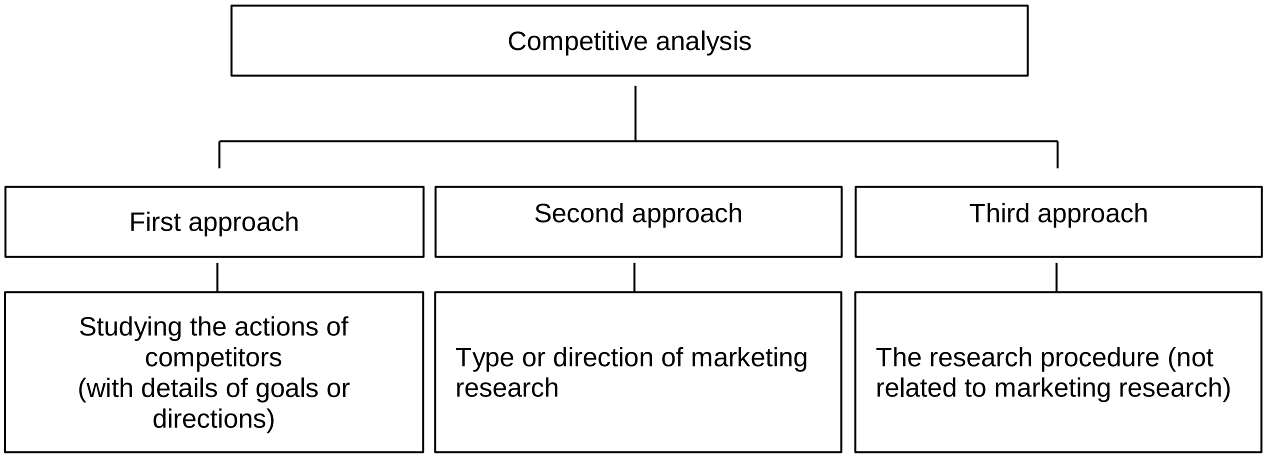

Figure 2 - Approaches to determining the nature of competitive analysis

Evaluation of individual characteristics of competitors, conducted in the context of competitive analysis, usually has several main objectives:

— identify future strategies and plans of competitors;
— predict the likely reactions of competitors to the firm's strategic initiatives;
— determine how competitor's strategy really corresponds to its capabilities;
— understand the weaknesses of the competitor and assess how realistic their use is.

Thus, competitive analysis is an independent type of economic analysis serving both the current needs of maintaining the enterprise's competitiveness at a high level (together with marketing analysis) and, in particular, the needs of strategic management.

Competitive analysis has a number of strengths and advantages, which in recent years have led to an increasingly intensive and widespread dissemination of its methods:

- first, the evaluation of individual characteristics stimulates the firm to take a confident, aggressive and active attitude to the competitive strategy. Reliable and complete information about competitors, provided by the assessment of individual characteristics, allows the firm to correctly determine the parameters of its strategy, rather than spontaneously respond to unexpected actions of competitors;

- secondly, the intrinsic nature of assessing the individual characteristics of competitors is such that it makes it possible to discover and mobilize many unique opportunities that, if absent, remain hidden, unidentified. Very often the very process of carrying out such an evaluation acts as a factor of creative growth for a significant part of the firm's staff;

- third, tactical application of procedures for evaluating individual characteristics also increases the efficiency of formulating and implementing the company's development strategy. The analytical result of the assessment, presented in a timely and appropriate form, is an excellent tool for identifying links and organizing interactions between relevant policy factors.

In general, because of the existence of a close relationship between the evaluation of the individual characteristics of competitors and the definition of competitive advantages, the set of strengths of the type of analysis under consideration is a sufficient basis for distinguishing competitive analysis in a purely independent type of management analysis.

Naturally, modern competitive analysis also has certain weaknesses and limitations:

- first is the definition of individual characteristics of competitors should not be turned into the cornerstone of the entire competitive strategy. The company in an attempt to become an industry leader among existing competitors and a certain number of identified future rivals, in fact, becomes just their pursuer. In other words, the company's leadership cannot be too closely associated with current competitors. The current approach to the competitive analysis tool clearly underestimates the importance of tracking a wider range of potential competitors from other sectors and sectors of activity;

- the second weak point of evaluating the individual characteristics of competitors refers to the nature of "copywriting" the expected convergence of the expected level of competition to none. Critics believe that such a strategy gives rise to a dangerous tendency to turn the firm's competitive advantages (often temporary, situational ones) into quasi-stable advantages. Rather, critics insist, firms should concentrate on finding fundamentally new innovative solutions, rather than imitating competitors' innovations already used.

The specific characteristics of competitive analysis are reflected in Figure 3.

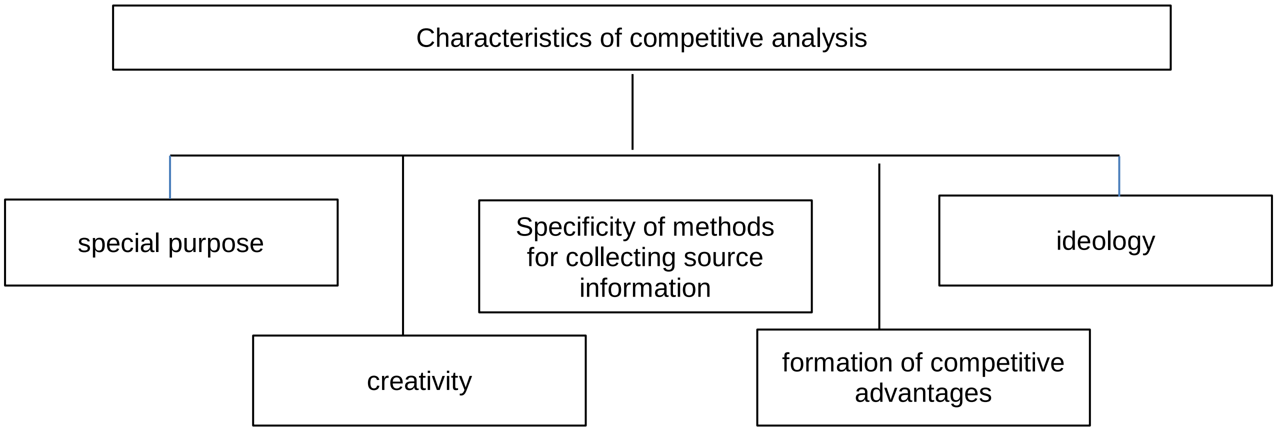

Figure 3 - Specific characteristics of competitive analysis

Competitive analysis is very specific in terms of its following characteristics:

- Purpose-orientation (comprehensive study of competitors to anticipate their future behavior in the market);

- methods of gathering the initial information, among which the increasing role is played by competitive intelligence;

- according to its ideology (transition from a passively contemplative view of the competitive environment to a confident, aggressive and active attitude towards competitors);

- from creative perception of the company's personnel of its unique capabilities, which makes it possible to reveal even latent reserves;

- to reveal opportunities of close relationship between the evaluation of the individual characteristics of competitors and the competitive advantages of the firm.

In general, it should be noted that in the conditions of hypercompetition (sharp aggravation of competition) and geo-economic competition (global rivalry), characteristic of most modern industries and markets, there is an objective need to rely on the management of the organization for a set of alternative strategies for its development, with its direct and potential competitors. At the same time, the evaluation of the individual characteristics of competitors turns into an integral part of the strategy needed to "create the future." The approach as a whole to work with competitors is changing - it becomes targeted, clearly directed both at competitors for the market as a whole, and at specific rivals.

Thus, special knowledge about rivals is increasingly becoming a legitimate source of competitive advantage. It seems that the content of this competitive advantage lies in the fact that the company positioned on the market offers everyone a special purchasing value, determined in relation to the offers of competitors. This property turns competitive information into an authentic component of corporate strategy. This gives grounds to consider competitive analysis as an independent type of management analysis, serving both the current needs to maintain the company's competitiveness at a high level (together with marketing analysis) and, in particular, the needs of strategic management.

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ANALYSIS OF STRATEGIC MANAGEMENT AND WAYS OF ITS IMPROVEMENT IN THE SYSTEM OF MANAGEMENT OF CREDIT PARTNERSHIPS OF THE AGROINDUSTRIAL COMPLEX

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The article presents the analysis of strategic management in the management system of credit partnerships (CP) of the agroindustrial complex. Problems, shortcomings ("critical" points), the reasons for their appearance in the process of strategic management of credit partnerships at macro and micro levels are allocated. The ways of elimination of the revealed imbalance between the rates of development of credit partnerships of the agroindustrial complex of the Republic of Kazakhstan and the level of their institutional and infrastructural provision are suggested. As a result of studying foreign experience, a model for the development of credit partnerships in the Republic of Kazakhstan on the basis of the credit and savings principle of credit cooperation was formulated. The implementation of this principle allows to take savings from participants, while in a number of countries these savings are also guaranteed by the state; systems are regulated by the state (central / national banks of countries), or through self-regulating organizations (SRO); there is the possibility of consolidating the system's funds by transferring liquidity management functions to second-tier credit institutions / apex organizations / associations. The main reasons that inhibit the development of credit partnerships in the agroindustrial complex of the Republic of Kazakhstan are demonstrated. They include low self-sufficiency and financial stability, dependence on a single provider of financial resources - JSC "Agrarian Credit Corporation"; absence of a legally fixed function of deposits; lack of control over the activities of credit partnerships by the National Bank of the Republic of Kazakhstan; the lack of the ability to consolidate efforts to diversify the sources of credit by merging into the Central Credit Union; fears of foreign investors to invest in development projects of the agroindustrial complex in Kazakhstan; high risks in the agroindustrial complex. It was concluded that to improve the stability of the credit cooperation system and improve its efficiency within the framework of institutional and infrastructural *development, it is necessary to improve the legislation and regulatory framework; interaction with the National Bank of the Republic of Kazakhstan; state support of credit cooperatives; formation of solidarity insurance funds, regulation of credit cooperation; automation of business processes, connection to a credit bureau.*

Measures aimed at improving strategic management in the management system are demonstrated by the example of a specific credit partnership "Tobyl" of the Kostanay region. Possible positive results of the implementation of the new strategy for the development of credit partnerships of the agroindustrial complex in Kazakhstan are shown.

Key words: strategic management, management system, credit partnership, strategy, crediting, agroindustrial complex.

СТРАТЕГИЯЛЫҚ БАСҚАРУДЫ ТАЛДАУ ЖӘНЕ ОНЫ АӨК НЕСИЕЛІК СЕРІКТЕСТІКТІҢ МЕНЕДЖМЕНТ ЖҮЙЕСІН ЖЕТІЛДІРУ ЖОЛДАРЫ

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Мақалада АӨК несиелік серіктестігінің менеджмент жүйесінде стратегиялық басқаруды талдау көрсетілген. Макро және микро деңгейлердегі проблемалар мен кемшіліктердің кредиттік серіктестіктерді стратегиялық басқару процесінде пайда болу себептері көрсетілген. Қазақстан Республикасының агроөнеркәсіптік кешенінің кредиттік серіктестіктерінің даму қарқыны мен оларды институционалдық және инфрақұрылымдық қамтамасыз ету деңгейі арасындағы анықталған теңгерімсіздікті жою жолдары ұсынылады. Шетелдік тәжірибелерді зерттеу барысында несиелік кооперацияның несиелік-жинақтық принципі негізінде ҚР несиелік серіктестіктерді дамыту моделі қалыптасты. Бұл принципті іске асыру қатысушыларға үнемдеуге мүмкіндік береді, ал бірқатар елдерде бұл жинақтар мемлекет тарапынан да кепілдік береді; жүйелері мемлекетпен (елдердің орталық / ұлттық банктерінде) немесе өзін-өзі реттейтін ұйымдар арқылы реттеледі; өтімділікті басқару функцияларын екінші деңгейдегі несие мекемелеріне / апекстік ұйымдарға / қауымдастықтарға беру арқылы жүйенің қаражатын шоғырландыру мүмкіндігі бар. Қазақстан Республикасындағы АӨК несиелік серіктестіктердің дамуына кедергі болатын негізгі себептері көрсетілген. Оларға өзін-өзі төмен қамтамасыз ету және қаржылық тұрақтылық, жалғыз қаржылық ресурстарды жеткізушісіге тәуелділік - «Аграрлық несие корпорациясы» АҚ; депозиттердің заңмен бекітілген функциясының жоқтығы; Қазақстан Республикасының Ұлттық Банкімен несиелік серіктестіктердің қызметін бақылаудың жоқтығы; Орталық Кредиттік Одаққа қосылу арқылы несиелеу көздерін әртараптандыру бойынша күш-жігерді біріктіру қабілетінің болмауы; шетелдік инвесторлардың Қазақстандағы агроөнеркәсіптік кешенді дамыту жобаларына инвестиция салудан қорқуы; агроөнеркәсіп кешеніндегі жоғары тәуекелдер. Кредиттік ынтымақтастық жүйесі тұрақтылығын арттыру және институционалдық және инфрақұрылымдық даму шеңберінде оның тиімділігін арттыру үшін заңнаманы және нормативтік-құқықтық базаны жетілдіру қажеттігі; Қазақстан Республикасының Ұлттық Банкімен өзара әрекеттесу; несиелік серіктестіктерді мемлекеттік қолдау; ынтымақтастықтық сақтандыру қорларын қалыптастыру, несиелік ынтымақтастықты реттеу; бизнес-үдерістерді автоматтандыру, несиелік бюроға қосылу керектігі туралы қорытынды жасалды.

Басқару жүйесіндегі стратегиялық менеджментті жетілдіруге бағытталған шаралар Қостанай облысының «Тобыл» несиелік серіктестігінің мысалында келтірілген. Қазақстандағы агроөнеркәсіп кешенінің несиелік серіктестіктерін дамытудың жаңа стратегиясын іске асырудың мүмкін болатын оң нәтижелері көрсетілген.

Басты сөздер: стратегиялық басқару, менеджмент жүйесі, несиелік серіктестік, стратегия, несиелендіру, АӨК.

АНАЛИЗ СТРАТЕГИЧЕСКОГО УПРАВЛЕНИЯ И ПУТИ ЕГО СОВЕРШЕНСТВОВАНИЯ В СИСТЕМЕ МЕНЕДЖМЕНТА КРЕДИТНЫХ ТОВАРИЩЕСТВ АПК

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В статье представлен анализ стратегического управления в системе менеджмента кредитных товариществ АПК. Выделены проблемы, недостатки («критические» точки), причины их появления в процессе стратегического управления кредитными товариществами на макро и микроуровне. Предложены пути устранения обнаруженного дисбаланса между темпами развития *кредитных товариществ АПК РК и уровнем их институционального и инфраструктурного обеспечения. В результате изучения зарубежного опыта сформулирована модель развития кредитных товариществ в РК на основе кредитно-сберегательного принципа кредитной кооперации. Реализация этого принципа позволяет принимать сбережения от участников, при этом в ряде стран эти сбережения гарантированы также государством; системы регулируются со стороны государства (центральными/национальными банками стран), либо через саморегулируемые организации (СРО); имеется возможность консолидации средств системы путем передачи функций по управлению ликвидностью кредитным институтам второго уровня/апексной организации/ассоциации. Продемонстрированы основные причины, тормозящие развитие кредитных товариществ в АПК РК. К ним отнесены низкая самодостаточность и финансовая устойчивость, зависимость от единственного поставщика финансовых ресурсов – АО «Аграрная кредитная корпорация»; отсутствие законодательно закрепленной функции депозитов; отсутствие контроля за деятельностью кредитных товариществ со стороны Национального банка РК; отсутствие возможности консолидировать усилия по диверсификации источников кредитования посредством объединения в Центральный кредитный союз; опасения иностранных инвесторов вкладывать в проекты развития АПК в Казахстане; высокие риски в АПК. Сделан вывод о том, что для повышения устойчивости системы кредитной кооперации и повышения эффективности ее в рамках институционального и инфраструктурного развития необходимо совершенствование законодательства и нормативной базы; взаимодействие с Национальным Банком РК; государственная поддержка кредитных кооперативов; формирование страховых фондов солидарности, регулирование кредитной кооперации; автоматизация бизнес процессов, подключение к кредитному бюро.*

Представлены меры, направленные на совершенствование стратегического управления в системе менеджмента на примере конкретного кредитного товарищества «Тобыл» Костанайской области. Показаны возможные положительные результаты реализации новой стратегии развития кредитных товариществ АПК в Казахстане.

Ключевые слова: стратегическое управление, система менеджмента, кредитное товарищество, стратегия, кредитование, АПК.

Formation and development of the market relations in the Republic of Kazakhstan imposes new requirements to management of credit partnerships of the agroindustrial complex, character of the tasks solved at the same time and also to methods of their decision. The instability, complexity and unpredictability of the external environment demand accurate formulation of long-term goals of development of the financial organizations. In the system of management of credit partnerships of the agroindustrial complex strategic management possesses a crucial role as their long-term effective work contributes to the economic growth and the development of small and medium business of agroindustrial complex of Kazakhstan. It has defined relevance of the conducted researches having practical value.

In Kazakhstan, 187 credit partnerships operate in the sphere of financing agroindustrial complex entities and rural residents, which unite more than 15,000 participants (legal entities and individuals) in 93% of Kazakhstan's regions. The loan portfolio of credit partnerships is more than 100 billion tenge. The main borrowers of credit partnerships in the Republic of Kazakhstan are small and medium-sized businesses in the countryside, which are the driver of the economy in the countryside and play a significant role in the politics of any government.

Credit partnerships in the RK are also conductors of state programs aimed at the development of livestock, crop production in the agroindustrial complex, renewal of the machinery park, including the Program for the Development of Mass Entrepreneurship and the Reduction of Unemployment in the Countryside. Since the existence of the network of credit partnerships (since 2001), more than 40,000 loans have been issued to agribusiness entities [1].

The evaluation of the strategy is mainly carried out in the form of an analysis of the correctness and adequacy of accounting for its selection of the main factors that determine the possibility of its implementation. The procedure for evaluating a strategy is subordinated to one: will the chosen strategy lead to the achievement by the credit partnership of its goals [2-5]. The activity of credit partnerships of the agroindustrial complex is based on the corporate development strategy of Agrarian Credit Corporation JSC for 2011-2020, which was approved by the court of directors on 12.05.2011.

The mission of Corporation – assistance of industrialization and diversification of the agrarian sector through the development of an affordable credit system for agribusiness entities. Vision of the Corporation by 2020 is the key financial institution in the agrarian sector market, which implements the state policy on support and development of agroindustrial complex entities, through funding of second-tier banks, credit partnerships, leasing companies and other financial organizations [6].

To assess the activities, according to the Corporation's Strategic Development Areas for 2011-2020, approved by the court of directors on October 21, 2014, No. 33, in 2016 key performance indicators (KPIs) were identified and fully implemented. So, in 2016 the level of annual labor productivity in enterprises financed by the Corporation increased by 1.64 times, the share of financing innovative projects in the total volume of funded enterprises for processing agricultural raw materials and food production increased 1.3 times, and the number of service users Corporations - in 1,8 times in comparison with the plan. Thus, the main objectives of the credit partnerships of the agroindustrial complex correspond to the corporate strategy of JSC "Agrarian Credit Corporation".

The characteristics of the existing system of strategic management in the management system on the example of LLP "CP "Tobyl" is presented in Table 1.

Table 1 – Characteristics of strategic management in the management system of LLP "CP "Tobyl"

Activities	Application: yes / no; partially
Strategic analysis	
Analysis of the potential of the partnership	partially
Analysis of environmental factors of indirect impact	partially
Analysis of environmental factors of direct impact	partially
SWOT- analysis	no
Central catalogue of factors	no
Vision and goal setting	
Determining the course of development	yes
Formation of mission	yes
Definition of the main goal	yes
Formation of a goal tree	no
Determination of quantitative target factors	partially
Strategic choice	
Planning strategic alternatives for development	no
Formation of the strategy of functioning on the basis of the corporate strategy of JSC "Agrarian Credit Corporation"	yes
Formation of a development strategy based on the corporate strategy of JSC "Agrarian Credit Corporation"	yes
Implementation of the strategy	
Plan of measures for the implementation of the market strategy	partially
Establishment of a strategic priority among types of food programs and their financial support	yes
Establishment of correspondence between the selected strategy and OSM	yes
Formation of organizational culture in accordance with the strategy	partially
Analysis of the main economic and financial indicators for the previous period	yes
Real-time strategy implementation management	yes

In the management system of "LLP "CP “Tobol" strategic management is currently represented by the formulation of the mission and the main objective of the activity, as well as medium-term plans and current budgets drawn up by specialists headed by the chairman of the board on the basis of the strategy of functioning and development of JSC Agrarian Credit Corporation and ALE "Association of Credit Cooperatives of the Agroindustrial Complex". To manage day-to-day processes, the credit partnership develops principles for the organization of credit and personnel policies, which are based on the observance of standard instructions and recommendations, and act in the form of the Internal Rules and the Loan Terms for Product Programs. They represent clear instructions to employees of the credit partnership, how to act in a specific situation. The financial and economic plan for the medium-term period is made by the chief accountant and the chairman of the board as a whole for the credit partnership on the basis of analysis of economic and financial activities for the previous period. Simultaneously with the economic and financial plan, the annual budget of the credit partnership is developed. The entire collective of the credit partnership takes part in developing plans.

The main criteria for the quality of strategic management is the financial results of CP activities and their dynamics (Table 2).

Table 2 – Evaluation of development strategy of CP «Tobyl» for the period 2014-2017

Indicators	Average per year		Coefficient of indicators change
	2014-2015	2016-2017	
Incomes, total KZT thousands	35432	94274	2,66
Expenses, total KZT thousands	29515	78089	2,65
Profit before interest and taxes	7499	18251	2,43
Net profit, KZT thousands	5917	16185	2,74
Assets, total, KZT thousands	382701	1097079	2,87
Equity capital, KZT thousands	80650	154307	1,91
ROA, %	1,96	1,66	-0,30 п.
ROE, %	7,3	10,5	+3,2 п.

The indicator of the effectiveness of the use of assets (ROA) in 2016-2017. amounted to 1.66%, which is 0.3 percentage points lower than the value of 2014-2015, this was due to lower growth rates of profit before interest and taxes (by 2.43 times) compared to the rate of asset growth (in 2 , 87 times.) The indicator of efficiency of use of own capital (ROE) for the analyzed period has increased by 3.2 percentage points. The growth of ROE is due to the increase in net profit, compared to the growth rate of equity.

Particular attention is drawn to the fact that LLP "CP “Tobyl" does not have an independent business strategy, but medium-term planning is carried out, which is an indispensable condition for strategic planning, which is necessary not only for survival in the market conditions, but also for development. All this testifies to the insufficient level of efficiency of strategic management in the system of management of credit partnership.

To generalize the analysis results of the organizational environment of the strategic management of the Tobol credit partnership, the SWOT analysis method was applied, it allowed identifying the factors that are most important for it (table 3).

Table 3 – "Critical points" of strategic management of a credit partnership

Internal environment	External environment
There is no independent business strategy for the development of CP	Decline in the economy and reduction of state support at the expense of the Republican budget
Weak legislative, regulatory and institutional base of CP, which does not allow to accumulate funds of CP participants, create reserve, stabilization and insurance funds, integrate into an integral cooperative system	The fall in the share of the territorial market, the decline in the competitiveness of CP and credit rating
The lack of state / mediated supervision through a self-regulating organization, as well as the absence of market incentives	Low liquidity of collateral security for small and medium-sized businesses in rural areas
Insufficient level of automation of work processes and competences of CP staff, low level of financial literacy of CP participants	Increase in interest rates due to increased inflationary pressures, reduced access to financial services by CP participants
Credit risks associated with the homogeneity of the loan portfolio of CP	Limited market mechanisms for CP funding
Low profitability of financial assets, insufficient level of provisions	The risk of losses due to the increase in provisions for bad loans

Credit partnership "Tobyl" cannot reach a new level of development in view of the presence, first, of legislative and regulatory problems.

Studying the experience of countries such as Germany, Ireland, Poland, Russia, Lithuania, and Kyrgyzstan shows that the credit-saving principle of credit cooperation is at the heart of the system itself. It allows you to take savings from participants, while in a number of countries these savings are also guaranteed by the state; systems are regulated by the state (central / national banks of countries), or through self-regulating organizations (SRO); there is an opportunity to consolidate the system's funds by transferring liquidity management functions to second-tier credit institutions / apex organizations / associations [7].

The first and main problem is the question of funding CP from JSC "Agrarian Credit Corporation", which leads to their low self-sufficiency and financial stability. The situation in the financial markets, in general in the economy and in public policy, calls for the development of the concept of transition to market-based mechanisms for funding credit partnerships, the transition to lending to CP through a specialized cooperative bank, whose founders should be the credit partnerships themselves. The cooperative agricultural bank attracts investments, manages the liquidity of the system and, along with second-tier banks, and becomes a source of funding for credit partnerships. The obvious advantage of creating a cooperative bank is the possibility of earning peasants when placing temporarily free funds on a deposit at 10% per annum. Dependence of credit partnerships on the funding of the Corporation is a retarding factor for their further development.

The second problem is that credit partnerships do not have a legally fixed function of deposits, since in order to carry out this function and receive money from the public for storage, creation of reserve funds over them must be controlled and supervised through a state agency or mediated through a self-regulating organization.

The third problem is that one of the significant shortcomings of the Kazakh system is the lack of control over the activities of credit partnerships, which leads to low transparency of their system, low credit standards and lack of reservation. The only one who was allowed to control this sphere of activity was the National Bank, but several years ago it refused this function, and the draft of the Kazakhstan law on self-regulating organizations is in the works. The corporation is only within the limits of credit agreements, as the creditor can partially control CP, that considerably increases risks.

Dependence of credit partnerships on the funding of the Corporation leads to another *problem (the fourth one*) - the lack of the opportunity to consolidate efforts to diversify the sources of credit by consolidating them into a central credit union. This is necessary in order that, without losing their independence, credit partnerships will have the opportunity to act as a united front in negotiations with external creditors - domestic banks and international financial institutions. To consolidate, it is necessary to introduce a number of amendments and additions to the existing law "On Credit Partnerships" and a number of other legislative acts.

The next *problem (the fifth)* development of credit partnerships lies in the fact that investors, especially foreign ones, are afraid to invest in development projects of the agroindustrial complex in Kazakhstan due to high risks. There are two aspects to this problem:

1) questions of the development of crop and livestock insurance, which are currently being developed and will be submitted to the Government in 2019.

2) the need to improve the skills of both the agrarians themselves and financial institutions that finance agricultural producers' projects.

At the current stage of development, there is a certain contradiction between the pace of development of CP and the level of institutional support. There is a need to promote a new strategy for the development of credit partnerships in the agroindustrial complex of Kazakhstan to the level of adoption of state decisions. The new strategy should be aimed at further institutional strengthening and infrastructure development of the system of credit partnerships of the Republic that facilitates the introduction of new standards for the provision of financial services in the rural areas. For this purpose, it is necessary to unite the efforts of credit partnerships in associations and unions, which will contribute not only to the preservation, but also to the expansion of their position in the sphere of providing financial services in the rural areas.

In order to increase the sustainability of the credit cooperative system and improve its efficiency within the framework of institutional and infrastructural development, it is offered:
- improvement of legislation and regulatory base;
- interaction with the National Bank of the Republic of Kazakhstan;
- state support of credit cooperatives;
- formation of solidarity insurance funds, regulation of credit cooperation;
- automation of business processes, connection to a credit bureau.

To solve the main strategic problems and improve the management system in CP Tobyl, the following activities are necessary (table 4).

Table 4 – Measures aimed at improving the strategic management of CP "Tobyl"

Main directions	Measures
Analysis of the compliance of the chosen CP strategy with the state and requirements of the environment	1. Formation of the vision and mission of CP 2. Strategic analysis of the CP external macro environment 3. Strategic competitive analysis of CP
Analysis of the compliance of the chosen strategy with the potential and capabilities of CP	1. Strategic analysis of the internal environment of CP 2.Formation of organizational behavior and organizational culture of CP 3.Planning activities to implement the CP strategy
Assessment of the acceptability of risk inherent in the strategy	1. Realistic assessment of the prerequisites underlying the choice of strategy 2. Evaluation of the negative consequences of the failure of the strategy 3. Evaluation of the excess of a possible positive result over the

	risk of losses from failure in the implementation of the strategy
Improving the system of staff motivation	1. Elimination of mistakes in work with subordinates on the basis of self-improvement of the activity of the chairman of the board of CP 2. Application of intangible incentives 3. Strengthening group motivation
Improvement of the strategic control system	1. Monitoring and evaluation of key performance indicators of CP

Acceptance of all above-stated measures, and the solution of the designated problematic issues will allow to provide increase in efficiency of strategic management in the system of management of LLP "CP "Tobyl" and to create conditions for formation of its competitiveness in the credit market.

Measures proposed at the institutional level will allow credit partnerships to increase the rate of coverage of agroindustrial complex subjects with convenient loan products and will create a basis for increasing competitiveness, both of the credit partnerships themselves and of agroindustrial enterprises. This will lead to an accurate and balanced policy of market segmentation of the small and medium business sector for maximum coverage of agricultural enterprises with various loan products. There will be a positive signal to the financial services market and incentives for other financial institutions to increase crediting to the agricultural sector.

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STATE REGULATION OF THE LABOR MARKET IN REPUBLIC OF KAZAKSTAN

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Serious socio-economic consequences of unemployment have necessitated state intervention in the sphere of labor, which facilitates the modification of labor relations, regulates them, limits the freedom of market forces. The state holds targeted policy regulation of the labor market.

The author presents a huge statistical material, based whom a deep and comprehensive analysis current situation in the job market, the main problems, inherent in the Kazakhstani market, are revealed.

A powerful system of legislation has been created, labor regulating (the procedure for hiring and firing, the duration of the working day, safety of work, minimum wages, the provision of days off and vacations, the resolution of labor conflicts, strikes, etc.) at the national and international level.

Some features the labor market Republic of Kazakhstan are examined in the article, in particular, forms of regulation and active policy in the field of employment. The main issues of state regulation of employment of the population are revealed, both at the state and regional levels. Considered implemented In Kazakhstan Program development of productive employment and mass entrepreneurship, "Road map of employment 2020" which contribute to increase employment and well-being of the population.

The main objectives of state regulation of the labor market are: to ensure full employment, which refers to the absence of cyclical unemployment while maintaining the natural level of unemployment, determined by the size of its frictional and structural forms; the creation of a flexible labor market that can quickly adapt to changes in the internal and external conditions of economic development, maintain controllability and stability.

Keywords: labor market, unemployment, employment, economically active population.

ГОСУДАРСТВЕННОЕ РЕГУЛИРОВАНИЕ РЫНКА ТРУДА В РЕСПУБЛИКИ КАЗАХСТАН.

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Серьезные социально-экономические последствия безработицы обусловили необходимость государственного вмешательства в сферу труда, которое способствует видоизменению трудовых отношений, регулирует их, ограничивает свободу рыночных сил. Государство проводит целенаправленную политику регулирования рынка труда.

В статье представлен статистический материал, на основе которого проведен глубокий и всесторонний анализ текущей ситуации на рынке труда, вскрыты основные проблемы, присущие казахстанскому рынку.

Создана мощная система законодательства, регулирующая трудовые отношения (порядок найма и увольнения, продолжительность рабочего дня, безопасность труда, минимальную заработную плату, предоставление выходных дней и отпусков, разрешение трудовых конфликтов, проведение забастовок и пр.) на национальном и интернациональном уровне.

Раскрываются основные вопросы государственного регулирования занятости населения, как на государственном так и на региональном уровнях. Рассмотрены реализуемые в Казахстане Программа развития продуктивной занятости и массового предпринимательства, «Дорожная карта занятости 2020», которые способствуют повышению уровня занятости и благосостояния населения.

В статье подчёркивается, что главными целями государственного регулирования рынка труда является: обеспечение полной занятости, под которой понимается отсутствие циклической безработицы при сохранении естественного уровня безработицы, определяемого размерами ее фрикционной и структурной форм; создание гибкого рынка труда, способного быстро

приспосабливаться к изменениям внутренних и внешних условий развития экономики, сохранять управляемость и стабильность.

Ключевые слова: рынок труда, безработица, занятость, экономически активное население.

ҚР-МЕМЛЕКЕТТІК ЕҢБЕК НАРЫҒЫН РЕТТЕУ

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Жұмысыздықтың елеулі әлеуметтік-экономикалық салдары еңбек қатынастарын өзгертуге, оларды реттеуге, нарықтың күштердің бостандығын шектеуге мүмкіндік беретін жұмыс әлеміне мемлекеттің араласуын қажет етеді. Мемлекет еңбек нарығын реттеудің мақсатты саясатын жүргізеді.

Мақалада еңбек нарығындағы қазіргі жағдайы жан-жақты және терең талдаңып, Қазақстандық нарыққа тән негізгі проблемалар қарастырылған.

Еңбек қатынастарын реттейтін заңнаманың күшті жүйесі (жұмысқа қабылдау және ату тәртібі, жұмыс күнінің ұзақтығыц, еңбекті қорғау, ең төменгі жалақы, демалыс және демалыстарды ұсыну, еңбек қақтығыстарын шешу, ереуіл өткізу) ұлттық және халықаралық деңгейде.

Мемлекеттік сонымен қатар аумақтық деңгейде халықты жұмыспен қамту бойынша мемлекеттік реттеудің негізгі мәселелері қарастырылады. Қазақстанда жүзеге асырылатын нәтижелі жұмыспен қамтуды және жаппай кәсіпкерлікті дамыту бағдарламасы, «2020 жұмыспен қамтудың Жол картасы» қарастырылды халықты жұмыспен қамту деңгейінің өсуіне ықпал етеді.

Еңбек нарығын мемлекеттік реттеудің негізі міндеттері мыналар болып табылады: жұмыссыздықтың табиғи деңгейін сақтай отырып, оның функционалдық және құрылымдық формаларының көлемімен аңықталатын циклдық жұмыссыздықтың жоқтығына қатысты толық жұмыспен қамтуды қамтамасыз ету; үйкеліст және құрылымдық форма мөлшеріне қабілетті икемді еңбек нарығын құру; Экономикалық дамудың ішкі және сыртқы жағдайларындағы өзгерістерге тез бейімделе алатын, басқарылатын және тұрақтылықты қамтамасыз ететін икемді еңбек нарығын құру .

Кілтті сөздер: еңбек нарығы, жұмыссыздық, жұмыспен қамту,экономикалық тұрғыдан белсенді халық.

State regulation of the labor market is presented in a special form and sphere regulatory impact of state on the socio-economic processes, in connection with which its consideration is specified in the special section. Detailed study of this sphere of the state regulation at the same time allows more fully versatility of its funds and unemployment. State regulation of the labor market is directed to the achievement of rational employment under the specific socio-economic conditions greatest correspondence of the professional structure of the employed professional structure of the occupied jobs, moderation of the consequences of unemployment. State regulation is carried out in two forms - active (enhancing the level of employment, make new occupations, and overcoming unemployment at the expense of retraining and training of employees) passive (payment of unemployment benefit).

In the writings of the classics of economic theory, such as A. Smith, D. Ricardo, Zh. B. Sei, J. Mill, K. Marx, there are important theoretical provisions on the price of labor and the reproduction of the labor force, the role of the state in a market economy. The issues of state regulation of employment were widely justified in the writings of JM Keynes and his followers. Various aspects of the mixed economy and within its framework of labor market regulation were considered by J. Galbraith, E. Durkheim, K. Polanyi, and P. Samuelson.

Of great importance for the development of problems of labor market regulation are studies of human capital in the works of R. Becker, A. Oaken, J. Minser. The issues of influence on the segmented labor market are devoted to the studies of M.Beyli, D.Gordan, P.Deringer, M.Piore, C.Litbiter. Based on the flexibility of the labor market, the processes of its regulation are considered in the writings of R. Buaye, G. Stending and others.

Currently one of the important socio-economic problem of the Republic of Kazakhstan is problem of the labor market, employment, and unemployment. This topic is relevant, as the labor market is a very important element of the economy of Kazakhstan, and it is occupied a special place in the market relations system.

Labor market is an important part of any economic system, as its condition to a large extent determines the economic growth of this system. In the same time labor market is experiencing simultaneously the influence and social and economic policy of a region or the state as a whole.

Law of the Republic of Kazakhstan “On the employment” regulates legal economic relations in the sphere of population employment. State policy in the field of population employment is directed to the insurance of the complete employment which is being implemented by:

1. development of the labor force, increase of its mobility;

2. ensuring the equal opportunities independently from nationality, sex, age, social status and any other circumstances in the implementation of rights for labor liberty;
3. implementation of the activities that promote employment of people facing troubles in work searching; organization of international cooperation in employment problems [1, c.3].

The government of the Republic of Kazakhstan in the area of regulation of population employment:
1. develops main directions in public policy in the employment and organizes their implementation;
2 .approves the procedure for establishing a quota for attracting foreign labor to the Republic of Kazakhstan and its distribution between the regions of the Republic of Kazakhstan;
3. performs other functions, entrusted to it by the Constitution of the Republic of Kazakhstan, this Law, other laws of the Republic of Kazakhstan and acts of the President of the Republic of Kazakhstan. [2, c.2].

On the first of January 2017 the employment agencies registered 37,5 thousand people, of which 19,4 thousand people i.e. 51,7 percent, inhabitants of rural area. Among unemployed 21,9 thousand people or 58,4 percent of women,32 percent, i.e. 12 thousand people - young people aged 16-29.

With the assistance of the governmental agencies the employment of the population is 362,7 thousand people or 70,0 percent to the total number appealed to the authorized bodies (taking into account participants DKZ 2020) of which social workplaces - 21.9 thousand unemployed citizens, for providing "youth practice" there have been sent 16,1 thousand graduates organizations of education. Residents rural locality among employed account for 178,4 thousand people or 49,2 percent.

Table 1. Main factors of the labor market on January 1, 2017

Name of the region	Number appealed for facili-tating in employ-ment (thousand people)	Number of the active forms social protection from unemployment					amount of registered unemp-loyed (thou-sands of people)	Share of register-red unemplo yed EAV ****, %	Unemployment rate% (According to the CSM of NE of the RK for 4 square meters. 2016)
		employed			Partici pated in the OPW	Sent to vocational training			
		all of them	On SWP	On SB					
Kazakhstan	**518.4**	**362.7**	**21.9**	**22.2**	**91.6**	**21.7**	**37,5**	***0.4***	***4.9***
Akmola	**18.7**	**17.1**	**0.6**	**0.7**	**3.3**	**0.3**	**0.7**	**0.2**	***4.9***
Aktobe	**35.5**	**18.6**	**2.1**	**2.4**	**8.8**	**0.7**	**1.3**	**0.3**	***4.8***
Almaty	**45.4**	**33.2**	**1.0**	**1.6**	**9.1**	**2.3**	**2.8**	**0.3**	***4.8***
Atyrau	**19.7**	**12.1**	**0.4**	**0.9**	**5.5**	**1.5**	**3.6**	**1.2**	***4.9***
East - Kazakhstan	**40.3**	**31.4**	**1.4**	**1.2**	**9.2**	**2.8**	**3.5**	**0.5**	***4.8***
Zhambyl	**29.0**	**23.5**	**1.3**	**2.2**	***4.8***	**1.1**	**2.4**	**0.5**	***4.9***
West - Kazakhstan	**25.5**	**13.9**	**1.0**	**1.3**	**7.2**	**1.2**	**1.8**	**0.5**	***4.9***
Karaganda	**63.2**	**53.2**	**1.3**	**1.2**	**8.1**	**3.2**	**2.1**	**0.3**	***4.9***
Kostanay	**23.8**	**17.8**	**1.6**	**0.7**	**4.0**	**0.9**	**1.5**	**0.3**	***5.0***
Kyzylorda	**32.8**	**16.5**	**1.0**	**1.2**	**7.1**	**0.6**	**2.3**	**0.7**	***4.8***
Mangistau	**19,4**	**9.8**	**1.4**	**1.2**	**3.2**	**0.5**	**3.1**	**1.0**	***5.0***
Pavlodar	**23.4**	**15.4**	**1.9**	**0.7**	**3.9**	**1.3**	**1.7**	**0.4**	***4.8***
North-Kazakhstan	**18.7**	**15.6**	**0.8**	**0.5**	**4.1**	**0.8**	**1.0**	**0.3**	***4.9***
South - Kazakhstan	**87.7**	**59.3**	**5.0**	**5.1**	**8.2**	**2.6**	**6.1**	**0.5**	***5.1***
Almaty city	**21.3**	**17.6**	**1.0**	**0.6**	**3.0**	**1.0**	**1.7**	**0.2**	***5.3***
Astana city	**14.0**	**7.6**	**0.1**	**0.7**	**2.2**	**0.7**	**2.0**	**0.4**	***4.6***

In the Kazakh labor market in 2017stable unemployment rate was below 5%. According to the report of Minister of Labor and Social protection of the population of the Republic of Kazakhstan Tamara Duisenova, in 2017 in the country will be created more than 630 thousand work places. [3, c.6]. From 1 January 2017 in Kazakhstan there is being implemented the program of the development of productive employment and mass entrepreneurship, which provides for:

- mass training and skills development on the demanded professions,
- creating conditions for mass entrepreneurship through lending,
- development the labor market through facilitation in employment and support of the labor mobility.

The first direction will be organized for free vocational education on the basis of colleges with a period of study up to 2.5 years. In remote rural settlements there will be organized mobile training centers.

In the second direction, Loans for program participants in cities will be provided by the

"Damu" foundation, and in the villages and small towns by the support of Fund Agriculture and the Agrarian Credit Corporation.

The third direction of the program provides a targeted support for the employment of certain categories of citizens, increasing mobility of labor resources. So, to stimulate voluntary migration the Government of the Republic of Kazakhstan identified 7 regions for the reception of immigrants, including oralmans (Akmola, Atyrau, East Kazakhstan, West Kazakhstan, Kostanay, Pavlodar and North-Kazakhstan regions) and 4 departure regions (Almaty, Zhambyl, Mangistau and South-Kazakhstan regions). Labor Migrants from relevant regions there will be allocated subsidies for moving and covering expenses for rent within a year.

Table 2. Main Indicators of the labor market for 2017 year (thousand people)

Name of the region	Male			Famale		
	Work force	Unemployed population	Unemployment rate%	Work force	Unemployed population	Unemploy-ment rate%
Kazakhstan	4644,3	203,9	4,4	4354,6	241,6	5,5
Akmola	223,1	11,7	5,2	214,9	9,9	4,6
Aktobe	222,7	10,6	4,8	206,6	10,1	4,9
Almaty	531,9	20.0	3.8	502.9	29.4	5.8
Atyrau	162,5	7,8	4,8	149,3	7,6	5,1
West –Kazakhstan	171,4	7,9	4,6	164,6	8,5	5,2
Zhambyl	278,3	11,2	4,0	248,5	14,4	5,8
Karaganda	363,5	15,1	4,2	327,2	19,1	5,8
Kostanay	258,9	12,4	4,8	260,3	13,3	5,1
Kyzylorda	183,2	8,1	4,4	162,4	9,0	5,5
Mangystau	162,1	4,4	2,7	130,2	10,1	7,8
South – Kazakhstan	658,2	28,9	4,4	551,8	33,8	6,1
Pavlodar	206,1	9,5	4,6	215,4	10,8	5,0
North-Kazakhstan	164,6	8,3	5,0	154,3	7,6	4,9
East –Kazakhstan	371,9	15,6	4,2	347,3	19,3	5,6
Astana	246,0	10,9	4,4	242,7	11,8	4,9
Almaty	440,1	21,4	4,9	476,2	27,0	5,7

Salaries of female and male employees also differ considerably. Notably, that in the regions of the Republic of Kazakhstan indicators of the labor market vary greatly. So,for example, in the Mangistau region in 2017 was observed the highest level of male employment (unemployed - only 2.7%), and at the same time - the weakest index for female (unemployed - 7.8%, the worst figure for the RK).

The greatest difference between the rate of unemployed men and women marked in Mangistau (by 5.1 percentage points), Almaty (by 2.1 percentage points) and Zhambyl (by 1.8 percentage points) areas.

Formation the labor market occurs under the conditions of labor resources improvement. Over the years of independence the number of specialists increased greatly, got education in the best western Universities of the world, observed the number enlargement of people past across higher steps of educational system (master, doctoral, post-doctoral programs), but also the decrease of number of people, educated on working specialties. Because of this there is a bias in the preparation of specialists with higher education and there is a deficiency of the specialists of service job.

Increase employment and well-being of the population, and the reduction of employment promotes "Dorozhnaya karta zanayanosty - 2020" which is a logical continuation of the implementation of the this program of 2009 and 2010," Dorozhnaya karta zanayanosty-2020"and "Employment Program 2020" implemented in 2013-2014.

The program "Employment road map 2020" is implemented in 3 directions:

- ensuring employment through the development infrastructure and housing and communal services;
- support private entrepreneurial activities;
- training and promotion of job placement, resettlement wit in the framework of employer needs .

"Employment Program-2020" and "Dorozhnaya karta zanayanosty - 2020" successfully are being implemented in the Kostanai region. The youth has been firstly employed within the youth practice. In the Kostanai region actively goes realization of the employment program, "Dorozhnaya karta zanayanosty."

Since the beginning of the implementation "Dorozhnaya karta zanayanosty 2020" the regional coordinating council approved 44 projects to subsidize and guarantee loans. To subsidize the loan consideration in the first and third directions of the regional RCC 42 projects approved for the amount of loans of 9.8 billion tenge to partially guarantee loans to the RCC approved two projects for a total of KZT 754.4 million.

As a result of the implementation of the Program until 2020 there will be taken active measures to promote employment for one and a half million people. The number of inefficient employment will decrease, unemployment will be decreased, labor productivity will be increased.

The state should implement a system of targeted impact measures on the quantitative and qualitative aspects of the development and consumption of workers in the labor market, the achievement of greater conformity of their professional training to the modern level of production in the labor market.

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TO THE PROBLEM OF THE ORGANIZATION OF FINANCIAL MANAGEMENT AT ENTERPRISES OF THE SPHERE OF NATURAL MONOPOLIES (BY THE EXAMPLE OF SCE "KOSTANAY HEAT ENERGY COMPANY)

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The specifics of enterprises - subjects of natural monopoly - imposes certain restrictions on the goal and tasks to be solved by financial management. The main purpose of financial management of such enterprises is not the maximization of the market value of the enterprise, but the implementation of any type of activity aimed at solving social and economic problems determined by the needs of society and the state. The main task of financial management of natural monopoly entities is to search for funds and invest in maintaining the normal functioning of the assets of this organization. One of the key problems with which heat supply companies are currently facing is the growth of accounts receivable and, as a result, the delay in payments by the organization itself and the lack of resources for repair and renewal of assets. In the conditions of a limited legal field, these organizations are forced to create independently mechanisms for effective debt management, but despite the efforts of management, as well as the adoption of a number of legislative initiatives, the process of increasing arrears does not stop, and a negative financial result confirms this.

The purpose of this research is to study the features of financial management of enterprises in the sphere of natural monopoly. The article considers the problem of forming and finding a sufficient amount of *financial resources for updating the company's assets using the example of the State Enterprise KTEK, in particular, the problem of growth of accounts receivable, and non-traditional methods of collecting funds to increase consumers' payment discipline.*

Key words: financial management, resources, taxes, receivables, credit policy, payment discipline.

К ВОПРОСУ ОБ ОРГАНИЗАЦИИ ФИНАНСОВОГО МЕНЕДЖМЕНТА НА ПРЕДПРИЯТИЯХ СФЕРЫ ЕСТЕСТВЕННЫХ МОНОПОЛИЙ (НА ПРИМЕРЕ ГКП «КОСТАНАЙСКАЯ ТЕПЛОЭНЕРГЕТИЧЕСКАЯ КОМПАНИЯ»)

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Специфика предприятий – субъектов естественной монополии – накладывает определённые ограничения на решаемые финансовым менеджментом цель и задачи. Основной целью финансового менеджмента подобных предприятий является не максимизация рыночной стоимости предприятия, а осуществление какого-либо вида деятельности, направленного на решение социально-экономических задач, определяемых потребностями общества и государства.Основной задачей финансового менеджмента субъектов естественной монополии является поиск средств и их вложение в поддержание нормального функционирования активов данной организации. Одной из ключевых проблем, с которыми в настоящее время столкнулись теплоснабжающие организации, является рост дебиторской задолженности и, как следствие, задержка платежей самой организацией и нехватка ресурсов для ремонта и обновления активов. В условиях ограниченного правового поля данные организации вынуждены самостоятельно создавать механизмы эффективного регулирования задолженности, но, несмотря на усилия руководства, а также принятие ряда законодательных инициатив, процесс наращивания задолженности не прекращается, а отрицательный финансовый результат подтверждает это.

Целью данного исследования является изучение особенностей управления финансовыми ресурсами предприятий сферы естественной монополии. В статье рассмотрена проблема формирования и изыскания достаточного объема финансовых ресурсов для обновления активов предприятия на примере ГКП «КТЭК», в частности проблема роста дебиторской задолженности, и представлены нетрадиционные методы взыскания средств, позволяющие повысить платежную дисциплину потребителей.

Ключевые слова: финансовый менеджмент, ресурсы, налоги, дебиторская задолженность, кредитная политика, платежная дисциплина

ТАБИҒИ МОНОПОЛИЯЛАР САЛАСЫНДАҒЫ КӘСІПОРЫНДА ҚАРЖЫЛЫҚ МЕНЕДЖМЕНТТІ ҰЙЫМДАСТЫРУ ЖӨНІНДЕГІ СҰРАҚТАРЫ (МЫСАЛДА МҚК «ҚОСТАНАЙ ЖЫЛУ ЭНЕРГЕТИКАЛЫҚ КОМПАНИЯСЫ»)

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Табиғи монополиялар субъектілері-кәсіпорынның ерекшеліктері – қаржы менеджменті арқылы шешілетін мақсаттары мен міндеттеріне белгілі бір шектеу қояды. Осы кәсіпорынның қаржылық менеджментінің негізгі мақсаты кәсіпорынның нарықтық құнын барынша жоғарлату емес, керісінше, оларды қоғам мен мемлекет мұқтажын анықтайтын әлеуметтік- экономикалық есебін шешуге бағытталған, қандай -да бір қызметін жүзеге асыру болып табылады.

Табиғи монополиялар субьектісінің қаржылық менеджментінің басты мақсаты қаражатты іздестіру және осы ұйымның дұрыс активін қалыптастыруды қолдауға оларды жұмсау болып саналады. Қазіргі уақытта жылумен жабдықтау компаниясының алдында тұрған негізгі мәселелердің бірі, дебиторлық берешектің өсуі және соның салдары ретінде, активтерді қайта жаңарту мен жөндеу үшін төлемдердің кідіріс табуы, ресурстардың жетіспеушілігі болып табылады

Шектелген құқықтық саласында осы ұйым өз бетінше тиімді берешектерді жүйеге келтіру механизмдерін құруға мәжбүр, бірақ жетекшінің күш салуына қарамастан, сонымен бірге заңдылық бастамаларды қабылдаумен қатар берешектің артуы қысқарылмайды, ал жағымсыз үдеріс осыны айғақтайды.Зерттеудің мақсаты табиғи монополия саласындағы кәсіпорынның қаржылық ресурстарны басқару ерекшеліктерін зерттеу болып табылады.

Мақалада «ҚЖЭК» МҚК мысалында кәсіпорынның активін жаңарту үшін қаржылық ресурстардың жеткілікіті көлемін іздестіру және қалыптастыру мәселелері қарастырылған, ішінара дебиторлық берешек мәселесі және тұтынушылардың төлем тәртібін арттыруға мүмкіндік беретін қаржатты іздестірудің дәстүрлі емес әдістері берілген.

Түйінді сөздер: қаржылық менеджмент, ресурстар, салықтар, дебиторлық берешек, кредиттік саясат, төлем тәртібі

In the Republic of Kazakhstan, as in other CIS countries, certain elements of financial management were present at different stages of economic development, but in practice, in the full sense of how it is understood in economically developed countries, this direction has not yet been fully developed. In the Republic of Kazakhstan there are no accepted traditions or financial management schemes yet, since financial management was formed at individual enterprises by itself, spontaneously, and the methods of financial management used in the RK are different.

The development of Kazakhstan's financial management in modern conditions is also influenced by the lack of the necessary number of qualified managers and specialists in financial management of companies. The professional level of the latter is extremely low, despite the fact that in many Kazakhstan universities you can get a specialty related to financial management. The process of international recognition of the qualifications of specialists who received education in Kazakhstan is associated with serious difficulties [1].

To reasons of unsuccessful application of Western methods of financial management in Kazakhstan enterprises, low financial discipline and inaccurate data recorded in financial statements can also be referred. The financial statements based on which the financial condition of enterprises is assessed and management decisions are made often do not reflect the reality of the situation.

In modern conditions, the management of companies often puts tax management and tax optimization on the foreground, rather than increasing the company's value and profitability. The specifics of enterprises - subjects of natural monopoly - imposes certain restrictions on the goal and tasks to be solved by financial management. The main goal of financial management of such enterprises is not the maximization of the market value of the enterprise, but the implementation of any type of activity (mission) aimed at solving social and economic problems determined by the needs of society and the state.

For the subjects of natural monopoly, the task of forming a sufficient amount of financial resources is closely connected with the tariff policy pursued at the enterprise, since the tariff value directly affects the profit received by the enterprise - the main source of its own financial resources.

Thus, for example, SCE “KTEK" provides the heat supply to 80% of the Kostanay housing stock, but the financial and economic activities of the enterprise have been unprofitable for the last three years (Figure 1). The amount of loss increased 4.5 times from 35 million to 158 million tenge.

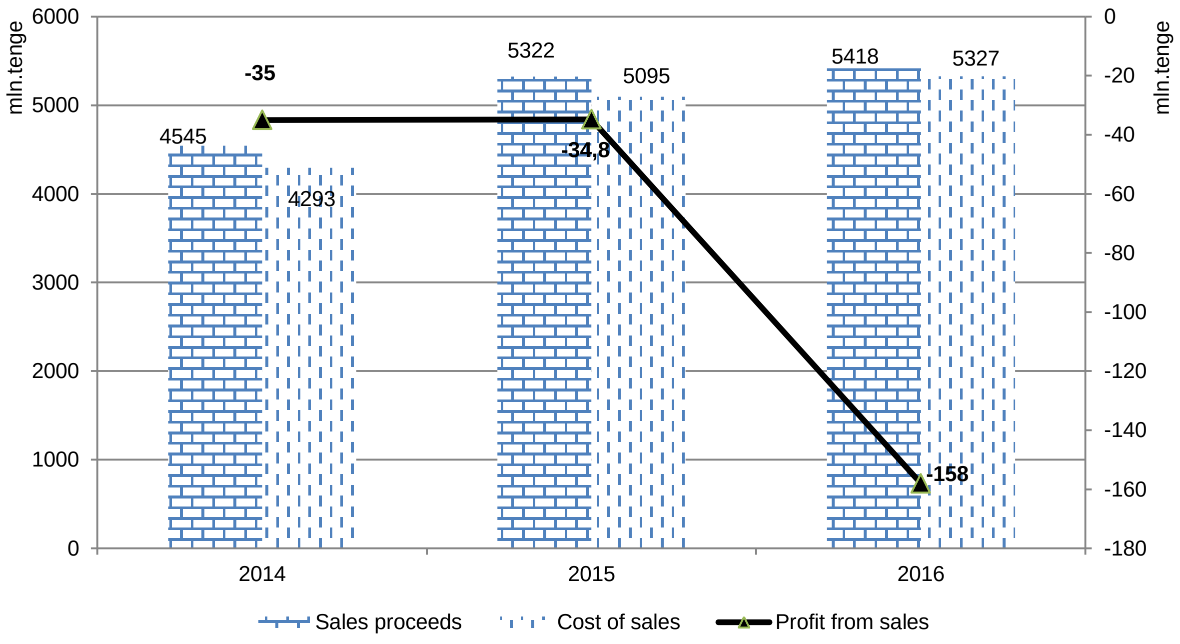

Figure 1 - Financial results of the activities of SCE "KTEK" for 2014-2016.

Such a significant amount of losses is due to the fact that the increase in the gas price since May 1, 2016 for the production of heat energy to the population was 13% for other consumers - 13.9%, and the company, due to the current legislation, increased the tariff for services only from the beginning heating season (ie from October). Only because of this, losses amounted to 45 million tenge. Growth of tariffs for water supply services through trunk pipelines and distribution networks for the diversion and treatment of wastewater from SCE «Kostanay-SU» also increased the costs of SCE «KTEK» by 79 million tenge

The formation of financial resources of enterprises - subjects of natural monopoly can be done and at the expense of attraction of credits. Part of the financial resources of state-owned enterprises can be formed at the expense of the state budget (for example, subsidies from the local executive bodies). Most natural monopoly entities are characterized by a number of features that determine the asset management policy: high capital intensity of production, the availability of obsolete equipment necessitates the renovation of fixed production assets, the search for financial resources for their renewal; the growth of accounts receivable makes it necessary to study the composition, causes and prescription of accounts receivable and determine whether in its composition there are amounts that are unrealistic for collection or those for which the limitation period expires, etc.

One of the urgent tasks in the heat supply sector is the restoration, modernization of heat networks, heat pump stations, heat stations and bringing losses to world standards. This takes time and big sums of money. At the same time about 80% of heat networks in Kazakhstan are in communal ownership, and 20% - in private ownership [2].

At present, heat supplying organizations cannot independently carry out the necessary technical re-equipment of the centralized heat supply system, since they are limited by regulated heat tariffs, oriented to the relatively low solvency of the main consumers-individuals. Under these circumstances heat and power engineering is based not as much on private investment as on subsidies from local budgets that are taxed in this way taxes and new assets of heating plants appear as a result of modernization.

Heat transits, receiving subsidies from the budget, fully pay property tax, corporate income tax, value added tax. SCE "KTEK" for 2014-2016 years paid VAT to the budget in the amount of about 1379 million tenge and property tax in the amount of 55.6 million tenge.

Since the task is to restore and modernize the heating networks and their infrastructure, it is necessary to consider the possibility of exemption from payment of these taxes. This measure will reduce the rate of annual tariff increases for consumers; create conditions for attracting and financing the replacement of old networks with new ones in heat and water and sewerage sectors, as materials, equipment and new technologies are quite expensive and lead to a significant increase in property tax and other deductions.

Along with the all peculiarities of conducting business in the city-forming enterprises, a rather problematic issue remains the problem of the absence of special tax regimes that would save money, and then send them to repair activities. It should be noted that on the CIS territory only in Kazakhstan there is no Law "On Heat Supply".

The experience of the Russian Federation in matters of taxation of subjects of natural monopolies shows that, since September 2009, the improvement of legislation on taxes and fees has begun. The main goal of this activity was the creation of favorable conditions for the smooth operation of the city-forming enterprises. Preferences in the payment of VAT, property tax and CIT were developed. In the same way exemption from property tax operates applied to newly introduced objects with high energy efficiency, in accordance with the list of such objects established by the Government of the Russian Federation. Thus, the amount of taxes paid by the enterprise has decreased by 80% [3].

It should be noted that 292 million tenge will be saved in the case of applying preferences to SCE «KTEK» (according to the forecast data). Without taking measures to stimulate tax rates, this sphere will always be unprofitable and unattractive for investors.

One more key problem with which Kazakhstani heat supply companies are currently facing is the problem of uncontrolled growth of accounts receivable. Despite the efforts of the company management, as well as the adoption of a number of legislative initiatives, the process of increasing debt did not cease over the past 5-7 years.

So in SCE "KTEK" for the last three years, accounts receivable have increased 1.5 times from 546 to 845 million tenge (table 1)

Table 1 - Dynamics and structure of receivables of the SCE «KTEK» for 2014-2016

Indicators	2014 y.	2015 y.	2016 y.	Rate of increase, %
Total accounts receivable, in thousands tenge	546 058	644 240	845 717	54,9
Including:				
Population	357 025	426 008	519 672	45,5
Legal entities	117 980	140 632	179 487	52,1
Other	45 722	58 121	87 524	91,4
Accounts receivable subject to be written off	25 331	19479	59 033	2.33 times

According to the data provided, it can be seen that, on average, accounts receivable increase by 36% per year. On average, more than 60% of current assets account for precisely the share of accounts receivable. The growth of accounts receivable testifies a diversion of funds from the turnover. As a result, the enterprise's need in additional sources of financing to pay its own accounts payable increases.

With this in view, aspects of management of accounts receivable must be considered within the credit policy of the enterprise. Traditionally, specialists in the field of financial management are more focused on the market situation and the stage of the company's life cycle. However, in this situation, the ways of effective solving the problem should be sought in the specifics of the industry.

So, when developing a credit policy, the heat supply organization must take into account a number of specific factors:

- seasonality of heat production and sales;
- low payment discipline of consumers;
- a large number of recipients of services;
- social orientation of the enterprise;
- the necessity to cover heat losses;
- insufficiently effective legal regulation;
- the observed disproportion in the prices for heat and gas.

Various economic incentives can be used to increase the payment discipline of the population. At present SCE «KTEK» can apply the following types of rewards in its credit policy: fixed discounts for quick payment, differentiated discounts for prepayment, individual settlement system.

The experience of the city Almaty shows that an effective method of collecting payments is to distribute the load of the heating season for the entire calendar year. Throughout the year, residents, in whose homes are not installed meters, in equal shares pay for the service, which is used only six months, i.e. during the heating season (Figure 2).

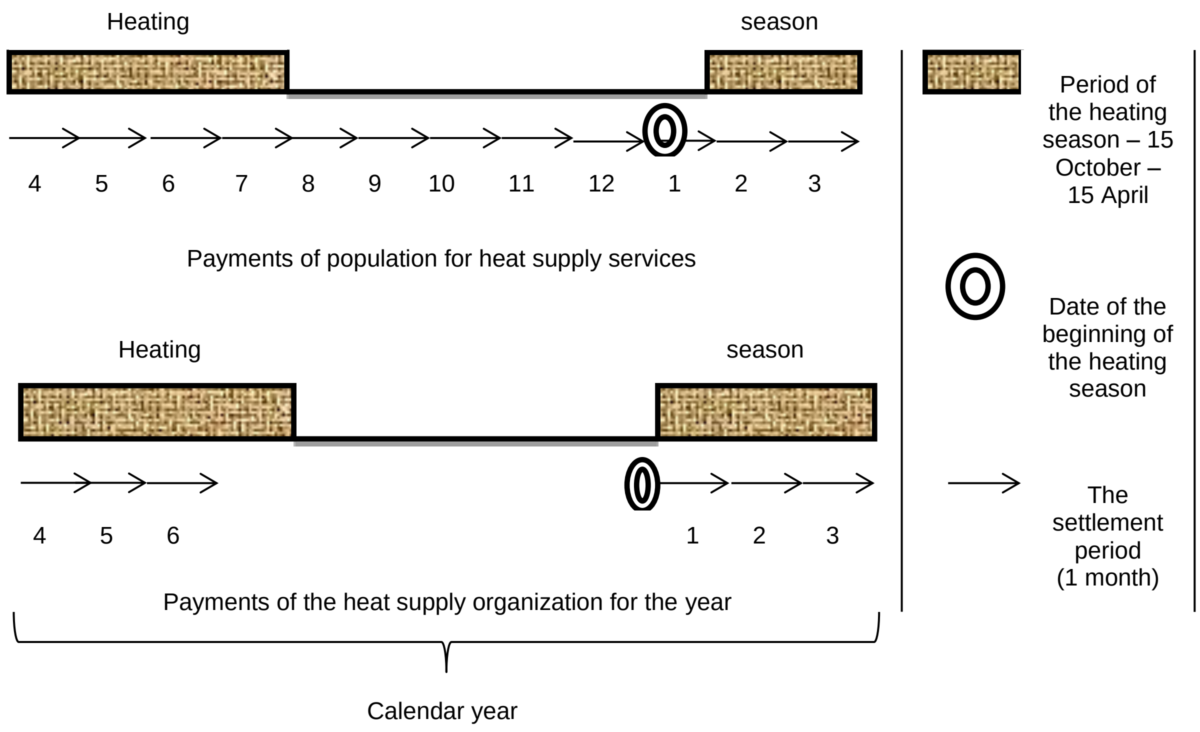

Figure 2 - Diagram of the receipt of funds from the population and payment of the basic volumes of heat energy supply during the calendar year.

Quite often in the practice of Western companies, consumers of goods and services are given discounts if payment is made within a short period of time. This approach allows you significantly accelerate the movement of accounts receivable and improve the payment discipline of customers. Kazakhstan companies, on the contrary, rarely use discounts as incentives for payment in a specified time. Among the reasons can be named as insufficiently high quality of management, and absence of a uniform technique of carrying out of corresponding payments.

An additional method of encouraging consumers can be the introduction of discounts for prepayment. Obviously, this way of saving on utilities is not suitable for all households. In a situation in which citizens have difficulties with the timely payment of funds, the proposal to pay a receipt for heat for half a year or a year ahead, is unlikely to have a positive result. However, it is also true that some of the disciplined consumers, whose income allows them to make savings and plan their expenses for the medium term, will use the offer for a number of reasons.

Communal payments are referred to the expenses, which are relatively stable and predictable in time. Thus, the population can plan its budget on the basis that every month a part of the funds must be directed to pay for the services of the heat supplying organization.

Taking the advantage of the discount, citizens will be able to save money in that part of the expenses, which under normal circumstances do not imply savings.

SCE «KTEK» is a natural monopolist, which means the absence of any competition. In this regard, consumers are deprived of the opportunity to change the supplier company and are forced to use the services of a single enterprise. When introducing discounts for prepayment, a differentiated approach can be used. Consumers who have the opportunity to pay utility bills for a year ahead will be able to receive a discount of 8%, for six months - 6%, for three months - 4%. Thus, it is more profitable for the consumer to pay for the service in advance, and a longer payment term implies a larger saving amount. At the same time, the advantages that the heat supply organization receives can be estimated from two positions.

1. Prepayment eliminates the need to bear the costs of collecting receivables among those consumers who have used the discount.

2. Prepayment, in fact, means lending to the heat supply organization by the population. Comparing the conditions under which the company attracts borrowed funds in the bank, it is possible to calculate the savings from the introduction of the discount system (Table 2).

Table 2 - Comparison of the conditions for attracting funds as a result of using a prepayment system and a bank loan

Indicator	Prepayment of a consumer	Bank loan
Total amount of attracted funds, thousand tenge	10 000	10 000
The amount of interest, %	8	17
Losses from the provision of discounts, (loan servicing), thousand tenge	800	1700

When the total amount of the prepayment from the population is 10 000 thousand tenge, and the consumers chose the highest interest rate of 8%, the company's losses will be 800 thousand tenge. Comparing this value with the corresponding amount of loan service losses taken at 17% per annum, we can say that this method has a fairly good effect. In this example, the company managed to save money by attracting cheaper funds, amounting to 900 thousand tenge.

Taking into account all the above, it is possible to draw the following conclusion: financial management at enterprises of the sphere of natural monopoly in the Republic of Kazakhstan is forced to solve the problem of minimizing the tax burden for the enterprise and reducing accounts receivable, on the one hand, and increasing the market value of the company and maximizing the financial result on the other Therefore, in order to achieve economic development goals, an enterprise should strive to maximize the net profit that remains at its disposal, which requires implementation of effective tax, depreciation and tariff policy.

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FOREIGN ECONOMIC ACTIVITY OF BANK: ESSENCE, MAIN DIRECTIONS AND WAYS OF ENHANCEMENT

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In the modern world there are more and more companies in search of sales channels of made products and rendered services enter the international market. However functioning of the global market of goods and services is impossible without its blood system – the international bank relations which provide a capital movement and means between countries.

In this regard foreign economic activity of commercial banks becomes broader and attracts more and more financial resources; the increasing part of means is placed in foreign assets. That is why management of banks pays attention to the active and passive transactions performed by commercial banks on the international scene.

In this article the main directions of foreign economic activity of commercial banks are considered, the short characteristic of currency transactions and types of international financing is given and also the analysis of foreign economic activity of bank of the second level on the example of JSC Kazkommertsbank for 2014-2016 is provided. On the basis of the carried-out analysis the author drew the main conclusions, revealed some negative moments of activities of commercial bank in the foreign market and developed actions for enhancement of foreign economic activity of the bank and, in particular, attraction of bigger number of clients on the international servicing.

Objective of this research: to carry out the analysis of foreign economic activity of the bank on the basis of the financial reporting of JSC Kazkommertsbank, to reveal the main negative moments in activities of bank and to develop a number of actions for their elimination.

Keywords: foreign economic activity, currency transactions, international financing, project financing, foreign currency.

ВНЕШНЕЭКОНОМИЧЕСКАЯ ДЕЯТЕЛЬНОСТЬ БАНКА: СУЩНОСТЬ, ОСНОВНЫЕ НАПРАВЛЕНИЯ И ПУТИ СОВЕРШЕНСТВОВАНИЯ

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В современном мире всё больше компаний в поисках каналов сбыта производимой продукции и оказываемых услуг выходят на международный рынок. Однако функционирование глобального рынка товаров и услуг невозможно без его кровеносной системы – международных банковских отношений, которые обеспечивают движение капиталов и средств между странами.

В этой связи внешнеэкономическая деятельность коммерческих банков становится все шире и привлекает все больше финансовых ресурсов, все большая часть средств размещается в иностранных активах. Все это приводит к более пристальному и внимательному отношению руководства банков к активным и пассивным операциям, осуществляемым коммерческими банками на международной арене.

В статье рассматриваются основные направления внешнеэкономической деятельности коммерческих банков, дается краткая характеристика валютных операций и видов международного финансирования, а также представлен анализ внешнеэкономической деятельности банка второго уровня на примере АО «Казкоммерцбанк» за 2014-2016 годы. На основе проведенного анализа автором сделаны основные выводы, выявлены негативные моменты деятельности коммерческого банка на внешнем рынке и разработаны мероприятия по совершенствованию внешнеэкономической деятельности банка и в частности по привлечению большего числа клиентов на международное обслуживание.

Цель данного исследования: на основе финансовой отчетности АО «Казкоммерцбанк» провести анализ внешнеэкономической деятельности банка, выявить основные негативные моменты в деятельности банка и разработать ряд мероприятий для их устранения.

Ключевые слова: внешнеэкономическая деятельность, валютные операции, международное финансирование, проектное финансирование, иностранная валюта.

БАНКТІҢ СЫРТҚЫЭКОНОМИКАЛЫҚ ҚЫЗМЕТІ: МАҢЫЗЫ, НЕГІЗГІ БАҒЫТТАРЫ ЖӘНЕ ЖЕТІЛДІРУ ЖОЛДАРЫ

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Қазіргі әлемде компаниялардың басым бөлігі көрсетілетін қызметтері мен өндірілетін өнімді өткізу каналын іздестіруде халықаралық нарыққа шығуда.

Дегенмен, тауарлар мен қызметтерге арналған жаһандық нарықтың қалыптасуы халықаралық банктік қатынастарсыз мүмкін болмайды, капитал қозғалысы мен елдер арасындағы қатынастарды қамтамасыз етеді.

Осыған байланысты коммерциялық банктердің сыртқыэкономикалық қызметі кеңейе түсуде және көбірек қаржы ресурстарын тартады, қаражаттың басым бөлігі шетел активтеріне орналастырылады.

Мақалада коммерциялық банктің сыртқыэкономикалық қызметінің негізгі бағыттары қарастырылады, валюталық операциясы мен халықаралық қаржыландыру түрлеріне сипаттама беріледі, сонымен бірге 2014-2016 жылдар аралығындағы «Казкоммерцбанк» АҚ мысалында екінші деңгейлі банктің сыртқыэкономикалық қызметіне талдау берілген.

Өткізілген талдау негізінде автормен негізгі қорытынды жасалынды, сыртқы нарықтағы коммерциялық банктің қызметінің жағымсыз кезеңдері айқындалды және халықаралық қызмет көрсетуде клиенттерді тарту бойынша және банктің сыртқыэкономикалық қызметін жетілдіру бойынша іс-шаралар өңделді.

Зерттеудің мақсаты: «Казкоммерцбанк» АҚ қаржылық есеп беру негізінде банктің сыртқы экономикалық қызметіне талдау өткізу, банк қызметінің негізгі жағымсыз жақтарын айқындау және оларды шеттету үшін іс-шаралар өңдеу.

Түйінді сөздер: сыртқыэкономикалық қызметі, валюталық операциялар, халықаралық қаржыландыру, жобалық қаржыландыру, шетел валютасы.

In process of integration of the Republic of Kazakhstan into world economy the international activities of commercial banks substantially extend. These activities are directly connected with servicing of foreign economic activity of the clients and entry of the Kazakhstan banks into the world financial market. Thus, international banking of any state is various and includes a number of transactions: currency, credit, settlement, share, warranty transactions. All transactions are performed in the territory of the Republic of Kazakhstan and also abroad through the departments of large Kazakhstan banks, Kazakhstan foreign banks and foreign corresponding banks opened there.

Within foreign economic activity the main activities of commercial banks are the following:

1. Currency transactions which main objective is servicing of the international delivery contracts of products and different rendering services. This transaction type, performed by commercial banks is the blood system of all set international economic relations.

2. Transactions on financing of foreign economic activity of the companies are auxiliary tools in carrying out international settlements. They are factoring and forfaiting transactions and also instruments of international financing, such as overdrafts, the international guarantees, and other [1, page 137].

We will stop on the transactions performed by commercial banks in foreign economic activity in more detail.

In practice the international currency relations arising between the countries participants of the trade agreement are constructed on the basis of the international trade settlements of currency transactions by the Kazakhstan commercial banks. They are the following:

1. The transactions according to international settlements serving export and import of products and services.

2. Correspondence relations with foreign banks.

3. The serious direction of foreign economic activity of a commercial bank are transactions connected with attraction and placement of means by bank in foreign currency.

4. Uncommercial transactions of commercial bank.

5. Conversion transactions.

The currency transactions performed by commercial banks give banks a chance to provide clients with wider range of banking services that has huge value in competitive struggle of commercial banks for customer acquisition.

In case of implementation of international activities clients often face need of receipt of additional financing while making commercial transactions. In these cases international financing acts as an alternative to standard crediting.

There are several types of international financing depending on an essence of the concluded bargain:

1. Trade financing. There are three main forms of implementation of trade financing. They are export financing of the supplier, the export loan of the supplier financed by bank and export financing of the buyer [2, page 234].

2. Project financing. This is financing provided by foreign bank in the form of an export loan to the buyer for implementation of the investment project under an insurance coverage of export credit agency of the country in which there is a foreign supplier company or the prime contractor [3, page 25].

3. Structural financing represents an extension of crediting by a foreign bank for development of new projects of borrower firm [4, page 46].

Thus, commercial banks of Kazakhstan have rather extensive opportunities for customer service in foreign economic activity. On the one hand there is a rendering service in making international settlements, on the other hand, assistance in attraction of international financing.

The analysis of foreign economic activity of commercial bank will be researched on the basis of data of the financial reporting of JSC Kazkommertsbank for 2014-2016 [5].

Transactions of commercial bank in the foreign market include several activities of JSC Kazakommertsbank. It is necessary to distinguish the following from the main:

- activities of the bank on purchase/foreign currency sales;
- transactions in the security market;
- services on implementation of international settlements;
- international financing;
- other activities.

First of all we will consider the activities of JSC Kazkommertsbank in the foreign market connected with attraction of resources. On this direction the main sources of financial resources of the bank are receipt of credits from foreign banks and financial institutions and also release of debt securities in the foreign stock markets - Eurobonds.

In table 1 we analyzed the funds raised by bank in the international market of a lending capital.

Table 1 - Means and the credits obtained by JSC Kazkommertsbank from banks and other financial institutions

Loans and means of banks and other financial institutions	31.12.2014		31.12.2015		31.12.2016		Variance 2016 to 2014	
	million tenges	sp. gr, %	million tenges	sp. gr, %	million tenges	sp. gr, %	million tenges	%
Correspondent accounts of other Kazakhstan banks	3 759	3,8	5 485	0,8	19 477	15,8	15 718	418,1
Correspondent accounts	559	0,6	589	0,1	1 148	0,9	589	105,4

of foreign banks								
Loans of banks and financial institutions, including:	18 661	19,1	16 915	2,5	75 758	61,6	57 097	306,0
- EBRD	12 560	12,8	11 590	1,7	16 450	13,4	3 890	31,0
- ADB	6 101	6,2	2 550	0,4		0,0	-6 101	-100,0
- IFC	-	-			43 839	35,6	43 839	-
- Islamic Development Bank	-	-	2 775	0,4	15 469	12,6	15 469	-
The loans obtained under agreements of a REPO including:	74 976	76,5	659797	96,6	26 680	21,7	-48 296	-64,4
- Bonds of the Ministry of Finance of the RK	65 113	66,5	52 576	7,7	26 680	21,7	-38 433	-59,0
- bonds of JSC NWF Samruk-Kazyna	-	-	595709	87,2	-	-	-	-
- Eurobonds of the Ministry of Finance of the RK	-	-	4 278	0,6	-	-	-	-
- bonds of the foreign companies and banks	9 863	10,1	7 234	1,1	-	-	-9 863	-100,0
TOTAL	97 955	100,0	682786	100,0	123 063	100,0	25 108	25,6

JSC Kazkommertsbank quite actively raises funds in the international market of banking capitals. At the same time dynamics of the indicators provided in the table looks multidirectional within the last three years that is connected, mainly, with handling of the transaction on purchase of JSC BTA Bank that is why the balance of bank undergoes considerable metamorphoses.

So, in 2014 the amount of the credits obtained by Kazkommertsbank in foreign banks and financial institutions constituted 18 661 million tenges, it is 19,1% of all funds raised in this way. At the same time it is possible to distinguish the EBRD with the amount of a granted loan in the amount of 12 560 million tenges from creditors of bank and Asian Development Bank with a credit amount of 6 101 million tenges.

In 2015 this indicator decreased to 16 915 million tenges in case of considerable decrease in specific weight to 2,5%. Such decrease in a share is caused by the transaction of the return repo concluded with JSC National Welfare Fund Samruk-Kazyna on the amount of 595 709 million tenges.

In 2016 the amount of credits, borrowed in the foreign market grew to 75 758 million tenges. It should be noted that such growth is caused by attraction of the large credit from IFC - the division of the International Monetary Fund in the amount of 43 839 million tenges and the Islamic Development Bank in the amount of 15 469 million tenges.

Other important source of attraction of financial resources is release of debt securities. A part of them is placed on the Kazakhstan stock exchange and is traded in the territory of Kazakhstan; others are traded on foreign trading floors. In table 2 we provided the structure analysis of the debt securities issued by bank.

Table 2 - The analysis of issued debt securities of JSC Kazkommertsbank in 2014-2016

Issued debt securities	31.12.2014		31.12.2015		31.12.2016		Variance 2016 to 2014	
	million tenges	sp. gr, %	million tenges	sp. gr, %	million tenges	sp. gr, %	million tenges	%
Eurobonds of JSC KKB	246422	97,3	243468	58,4	346106	49,8	99684	40,5
Bonds of JSC KKB	2423	1,0	62917	15,1	164263	23,6	161840	6679,3
Bills of exchange of JSC Moskommerts-bank	865	0,3	1185	0,3	518	0,1	-347	-40,1
Bonds of Moscow Stars B.V.	3601	1,4	3310	0,8	4231	0,6	630	17,5
Bonds of JSC BTA Bank			106040	25,4	180365	25,9	180365	-
TOTAL	253311	100,0	416920	100,0	695483	100,0	442172	174,6

The considerable part of funds is raised in the foreign market by means of release of eurobonds on the London Stock Exchange. Such scheme of attraction of financial resources is rather distributed among the Kazakhstan banks, however in recent years their amount is steadily reduced. Following the results of three last years the amount of issued debt securities of Kazkommertsbank was reduced by 40,5% or 99 684 million tenges.

Contrary to placement of eurobonds, release of debt securities in the local market for the last three years considerably grew. First of all it should be noted the repeated growth of amounts of placement of bonds of JSC Kazkommertsbank on the Kazakhstan stock exchange. Actually the bank began to replace the decreasing amount of receipt of funds from the foreign markets on local sources.

We see that If in 2014 the amount of local bonds of Kazkommertsbank constituted 2 423 million tenges, in 2015 it grew to 62 917 million tenges, and in 2016 reached record 164 263 million tenges. It should be noted that attraction of additional resources in the Kazakhstan market is a necessary measure because of impossibility to attract the sufficient amount of funds in the foreign markets.

Foreign economic activity of JSC Kazkommertsbank comes down not only to attraction of financial resources from external sources. The bank actively makes own investments in foreign assets. Active transactions of bank generally consist in trade of foreign securities and also in investment into foreign assets by means of security purchase.

Information about the largest active transactions of JSC Kazkommertsbank in the international financial markets and their share in general set of the performed transactions is provided in the figure 1.

Figure 1. Transactions of JSC Kazkommertsbank in the security market, in mln tenges

As of the end of 2014 the main share in the portfolio was occupied by the debt securities representing set of bonds of different issuers. The equity securities including shares and the GDR of Kazakhstan and foreign companies and banks occupied 4,4% of all portfolio with the amount of 5 337 million tenges. Another 13,6% or 16 584 million tenges in terms of money belonged to the foreign exchange contracts signed by bank in the form of a swap, the forward and other. Thus, the bank made investments in less risk securities in the form of bonds and eurobonds.

For the last three years the amount of equity securities grew by 10 times. In recent years such assets as shares of foreign banks and the GDR of the Kazakhstan companies appeared in portfolio in addition to traditional actions of the Kazakhstan companies.

The analysis of structure of the considered portfolio from the point of view of internal and external sources of capital investment is the most important from the point of view of foreign economic activity of the commercial bank. So, as of December 31, 2014 68,0% of all portfolio belonged to the Kazakhstan securities, that is the securities issued and turned in the domestic Kazakhstan market. Then the picture radically changed. As of the end of 2015 the Kazakhstan securities occupied only 53,7% of the portfolio against 46,3% belonging to the foreign. In 2016 there was a further change of the structure.

JSC Kazkommertsbank also performs the investing activities connected with long-term security purchase. Investments are performed for two main objectives: for sale in the nearest future and for preserving to the term of their settlement. First of all we will consider investments, available for sale, data on which are reflected in the figure 2.

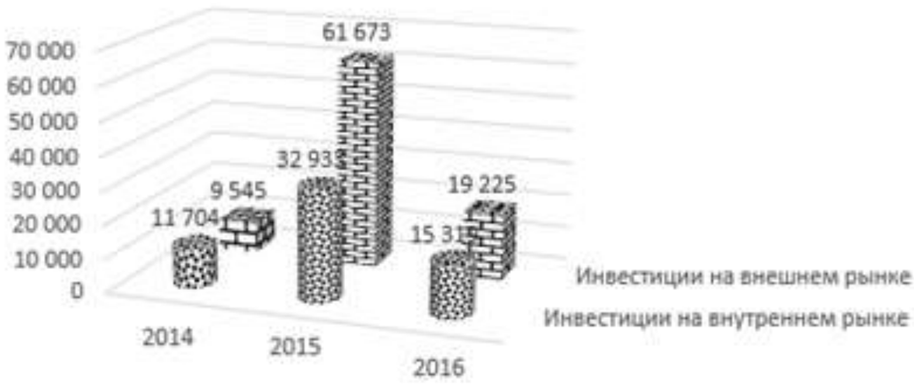

Figure 2. Investments of JSC Kazkommertsbank, available for sale, attracted in the internal and external markets, one million tenges

It should be noted that as of December 31, 2013 55,1% of all investment securities which are available in JSC Kazkommertsbank for sale belonged to the Kazakhstan securities.

At the same time the securities purchased in the foreign markets occupied 44,9% of a portfolio of investments for sale in case of the amount of 9 545 million tenges. In three years the situation changed for benefit of foreign securities that is caused by smaller riskiness of this type of investments.

Carrying out foreign economic activity one of the directions is investment of assets into the tools withheld subsequently to the term of their settlement (see table 2).

Table 2 - The investments of JSC Kazkommertsbank withheld before settlement

Debt securities	31.12.2014		31.12.2015		31.12.2016		Variance 2016 to 2014	
	million tenges	sp. gr, %	million tenges	sp. gr, %	million tenges	sp. gr, %	million tenges	%
Bonds of JSC NWF Samruk-Kazyna	202	3,1	668328	97,3	182467	86,9	182265	90230
Bonds of the Ministry of Finance of the RK and Kazakhstan Development Bank	1414	21,7	8328	1,2	13766	6,6	12352	873,6
Eurobonds of the Ministry of Finance of the RK	-	-	4408	0,6	8235	3,9	8 235	-
Bonds of Kazakhstan companies and banks	4395	67,6	2952	0,4	3978	1,9	-417	-9,5
Eurobonds of Kazakhstan companies and banks	-	-	2020	0,3	1337	0,6	1337	-
Bonds of foreign banks	492	7,6	531	0,1	153	0,1	-339	-68,9
TOTAL, including.	6503	100,0	686567	100,0	209936	100,0	203433	3128
Kazakhstan securities	6011	92,4	679608	99,0	200211	95,4	194200	3231
foreign securities	492	7,6	6959	1,0	9725	4,6	9233	1877

Only debt securities (bonds and Eurobonds) are included in the portfolio of the investment securities withheld by bank before settlement. And the share of the bonds and eurobonds which are quoted in the foreign markets is extremely insignificant.

In the structure of foreign securities the greatest specific weight belongs to eurobonds of the Ministry of Finance of the RK. They occupy 3,9% of the portfolio of the investments withheld before settlement in case of the amount of 8 235 million tenges. As a part of internal Kazakhstan securities the main share is occupied by bonds of JSC National Welfare Fund Samruk-Kazyna - 86,9% with the amount of 182 467 million tenges.

Thus, it is possible to draw a number of conclusions concerning foreign economic activity of JSC Kazkommertsbank and its place in general set of the operations performed by bank:

1. There is recent growth of the loans obtained from the international financial institutions, such as Islamic Development Bank, European Bank for Reconstruction and Development, IFC (International Finance Corporation).

2. There is a decrease in a share of the eurobonds issued by JSC Kazkommertsbank on the London Stock Exchange" in case of growth of the bonds placed in the domestic market.

3. In structure of the financial instruments estimated at fair value through a profit or loss, representing the main securities portfolio of the bank, the main share belongs to foreign securities as the most reliable and subject to the smallest risk.

In general, because of financial crisis there was a reducing amounts of external transactions of the bank. In services industry of foreign economic activity of clients amounts remained, but investing and intermediary activities in the market of banking capitals were displaced towards internal sources.

For enhancement of foreign economic activity of commercial banks in the Republic of Kazakhstan it is necessary to carry out the following:

1) work on restriction of growth of bank debt in the foreign markets by means of various instruments of monetary policy and banking regulation;

2) stimulation of growth of attraction of financial resources from external sources with smaller risk of borrowing;

3) development of additional sources of attraction of financial resources by commercial banks and companies;

4) risk minimization, connected with activization of borrowings of the banking sector in the foreign markets.

To attract a bigger number of clients it is reasonable to carry out work on optimization of the following directions:

1. The high-quality currency exchange control providing effective interaction with customs authorities.

2. Speed of the transfers of foreign currency.

3. Possibilities of authorized bank on crediting of export-import transactions in foreign currency and in tenge, and conditions of such crediting.

4. Opportunities to act as the guarantor to customs authorities and amounts of the issued guarantees.

5. Skills to use such widespread calculations in the international practice, as documentary credits, checks, collection, etc.

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PROBLEMS OF SOCIAL SECURITY IN THE REPUBLIC OF KAZAKHSTAN

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This article discusses a number of issues of social security as the most important area of public administration and social policy. Social protection of the population is one of the components of the social policy pursued in Kazakhstan. During the years of gaining independence, we observe different degrees of state participation in the organization of social protection of the population.

The research issue is relevant because the social situation in Kazakhstan under modern conditions of financial and economic crisis becomes ever more complicated, increasing economic slowdown and inflation development, which have an adverse effect on the population’s welfare. However, the state social policy requires deep reframing and improvement. First of all, it’s necessary to take steps to reform the system of population social security. At the same time, it is necessary to resolve issues related to the transformation of the social security system of the population, the development of its forms and types, the revision of legislative and organizational acts in the field of social protection of the population, as well as changes in the principles of financing and their focus on supporting the needy members of society.

Special attention in social policy deserves the problems of employment of the population and social protection of the unemployed, which are of a political nature. The purpose of the employment policy is to promote full, productive and freely chosen employment through the provision of vocational training, professional development, expansion of the public employment service and other measures aimed at ensuring social protection of the population.

Key words: *welfare; social security; social protection of the population; legislative framework; poverty line; social issues.*

ПРОБЛЕМЫ СОЦИАЛЬНОГО ОБЕСПЕЧЕНИЯ В РЕСПУБЛИКЕ КАЗАХСТАН

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В данной статье рассматривается ряд вопросов социального обеспечения как наиболее важной области государственного управления и социальной политики. Социальная защита населения является одной из составных частей проводимой в Казахстане социальной политики. За годы обретения независимости мы наблюдаем разную степень участия государства в организации социальной защиты населения.

Проблема исследования актуальна, поскольку социальная ситуация в Казахстане в современных условиях финансово-экономического кризиса становится все более сложнее, увеличение экономического спада и развитие инфляции отрицательно сказываются на благосостоянии населения. Однако государственная социальная политика требует глубокого осмысления и улучшения. Прежде всего, необходимо предпринять шаги по реформированию системы социальной безопасности. При этом необходимо решить вопросы, связанные с преобразованием системы социального обеспечения населения, развитием его форм и типов, пересмотром законодательных и организационных актов в сфере социальной защиты населения, а также изменениями в принципах финансирования и нацеленность их на поддержку нуждающихся членов общества.

Особого внимания в социальной политике заслуживают проблемы занятости населения и социальной защиты безработных, которые носят политический характер. Цель политики занятости заключается в содействии полной, продуктивной и свободно избранной занятости путем обеспечения профессиональной подготовки, повышения квалификации, расширения сферы государственной службы занятости и реализации других мер, направленных на обеспечение социальной защиты населения.

Ключевые слова: социальная политика; социальное обеспечение; социальная защита населения; законодательная база; черта бедности; социальные проблемы.

ҚАЗАҚСТАН РЕСПУБЛИКАСЫНДАҒЫ ӘЛЕУМЕТТІК ҚАМСЫЗДАНДЫРУ МӘСЕЛЕЛЕРІ

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Бұл мақалада мемлекеттік басқарудың және әлеуметтік саясаттың маңызды саласы ретінде әлеуметтік қамсыздандырудың бірқатар мәселелері қарастырылған. Халықты әлеуметтік қорғау - Қазақстандағы әлеуметтік саясаттың құрамдас бөлігі. Тәуелсіздік алған жылдар ішінде халықтың әлеуметтік қорғалуын ұйымдастыруда мемлекеттің қатысуының түрлі дәрежелері байқалады.

Зерттеу проблемасы өзекті болып табылады, өйткені қазіргі кезде Қазақстандағы қаржылық-экономикалық дағдарыс жағдайында әлеуметтік жағдай күрделене түсуде, экономикалық құлдырау мен инфляцияның өсуі халықтың әл-ауқатына теріс әсер етеді. Дегенмен, мемлекеттік әлеуметтік саясат терең ойлану мен жетілдіруді талап етеді. Ең алдымен, әлеуметтік қамсыздандыру жүйесін реформалау жөнінде шаралар қабылдау қажет. Ол әлеуметтік халықтың қауіпсіздік, оның нысандары мен түрлерін дамыту, халықты әлеуметтік қорғау саласындағы заңнамалық және институционалдық актілерді қайта қарау, сондай-ақ қаржыландыру принциптері өзгерістер мен қоғамның тұрмысы төмен мүшелерін қолдау, олардың назарында трансформациялауға байланысты мәселелерді шешу қажет.

Әлеуметтік саясатта халықтың жұмыспен қамтылуын және саяси сипаты бар жұмыссыздарды әлеуметтік қорғау мәселелеріне ерекше көңіл бөлінеді. Жұмыспен қамту саясатының мақсаты кадрларды даярлау, біліктілігін арттыру, мемлекеттік қызметті кеңейту және халықты әлеуметтік қорғауды қамтамасыз етуге бағытталған басқа да шараларды іске асыру арқылы толық, жемісті және еркін таңдап алынған жұмыспен қамтуды қамтамасыз ету болып табылады.

Кілт сөздер: әлеуметтік саясат; әлеуметтік қамтамасыз ету; халықты әлеуметтік қорғау; заңнамалық база; күнкөріс деңгейі; әлеуметтік мәселелер.

Social security and mechanism of its implementation are the priorities aspects in the process of modernization of a contemporary state. Social policy is regarded as the activity of the government and other political and social institutions aimed at progressive development of social sphere, increasing quality of life, raising living standards and providing social welfare. The priority goal of any social policy is comprehensive satisfaction of vital needs of all people. It is also directed to the social aid for the handicaps and other socially disadvantaged people as well as providing medical and educational services.

The research issue is relevant because the social situation in Kazakhstan under modern conditions of financial and economic crisis becomes ever more complicated, increasing economic slowdown and inflation development, which have an adverse effect on the population’s welfare. The social standard of living drops, income differentiation grows, society stratification by the level of material wealth aggravates, the number of population who lives below the poverty line grows.

However, the state social policy requires deep reframing and improvement. First of all, it’s necessary to take steps to reform the system of population social security. In doing so, issues relating to transforming the system of population social security, development of its forms and types, revision of legislative and organization frameworks for providing population with social protection, change in financing principles, targeting of support to members of society in need should be solved.

In addition, social security should be defined as a state-established system providing citizens with pensions, benefits, state targeted social assistance, social services, compensations, allowances, social insurance payments due to retirement age, disability, loss of breadwinner and other legal grounds. Social support, social services and social insurance can be distinguished as independent major fields of the social security sphere.

The following characteristics are typical for all studied types of social security: 1) they’re provided due to occurrence of socially significant facts defined by a category of people listed in the law; 2) they’re target-oriented – they’re designed to exercise citizens, their family member’s social rights in order to provide sufficient conditions for living; 3) they’re generally financed by state budget or employer’s means, personal pension savings, insurance companies means [1].

The following system of events and actions should be in place in order to create a right to social security: a socially significant legal fact, person’s-social security receiver’s declaration of intent, approval of enabling legislation by a competent body.

The notion of «welfare state» supposes such a type of state structure, where in all conditions for full and sufficient exercise of citizens social rights are created, given that, the priority of social rights guarantee is of paramount importance. We consider the level of legally vested social rights and guarantees for their implementation necessary for stating the fact of existence of a welfare state. Economic and political public relations are determining relations for social ones under conditions of Kazakhstan. The issue is not about formal list of social rights. The system of social rights, composing the social sphere and social function enshrined in the Constitution of 1995 remains intact, but depending on the stage of economic development of our society, reforms of political system, a change in content of rights, both social measure and events, social benefits, takes place.

There’s a direct dependence on state budget opportunities, on maturity of economic relations of social event financing, the population coverage and conformance to social standards. Work has been initiated in Kazakhstan with a view to form a welfare state, towards this end specific steps are being taken. The legal framework of social policy has been formed in the Republic. However, implementation of the provisions of legislative acts is directly related to the economic development of Kazakhstan. The government having overall legislative and executive authorities, financial resources, should guarantee creation of decent conditions for life activities of the population of Kazakhstan.

A welfare state supposes such a level of state structure, when comprehensive conditions are created for exercising social rights safeguarded by the state's Constitution. In doing so, the content of social rights is determined by the maturity of economic and political relations in the society. The core target of the Republic of Kazakhstan is enshrined in the Constitution – progressive development as a welfare state. A Constitution, whatever it may be: progressive, democratic, - represents political and legal intent, a plan for creating a welfare state, which formation is possible as a result of rational, conscious and decisive actions of the whole system of state bodies [2].

The rights of the citizens of Kazakhstan to social security for old age, disease, disability, loss of breadwinner and based on other legal causes are guaranteed by the state by creating different systems for providing, financing and taking other necessary steps.

The modern state social policy comes from the need for providing social security measures based on all grounds at the minimum guaranteed level in accordance with cost of living, and additional forms of social security should be provided by citizens' personal commitment to means formation – financing recourses. Cost of living is used in Kazakhstan in order to measure living standards and determine poverty line; determine areas of social policy and accomplishment of measures on population social security; explain fixed minimum earnings, minimum pensions and base social benefits.

For today social aid in Kazakhstan is allocated as a difference between per capita income and poverty line determined in regions (city of republican status, capital) per member of family. The size of poverty line is determined quarterly in percentage terms of cost of living by the Ministry of Public Health and Social Development of Kazakhstan depending on economic opportunities. Today it doesn't exceed 40% of cost of living. Thus, the amount of allocated aid - is an amount comprising the difference between 40% of cost of living and actual income of a person (family), which is unacceptable from a recognized social standards' point of view: the state offers help to the poorest families only at a level of 40% of cost of living. We believe, the help in monetary terms should correspond to a level of cost of living determined in a particular administrative-territorial entity and not be lower than the all-republic value [3].

The principle of social security universality combined with targeting regarding its provision should be used in the course of social security public management. Universality means applying social security measures to all subjects (citizens, foreigners, apatrides, people having a status of the permanently residing within the Republic) in respect of which a socially important legal fact is proved through the processes of law regardless of their gender, age, race, nationality, language, property and official capacities, place of residence, attitude to religion, believes, belonging to non-governmental organizations, as well as other circumstances. In other words, the mechanism for providing all citizens with state payments using budget funds at the same level depending on social legal facts is established in a state.

However, forming the system of social security based exclusively on this provision would make it inefficient one, which could be described as a system with a lack of incentives to take part in it.

Today targeting involves determination of a level of social aid depending on the level of material wealth of a certain family member, as well as time of participation in the systems for funding source formation to implement social measures.

Guarantees, which suppose a high level of procedural and institutional means for providing social security measures, are the major condition for implementing social security measures. Legal guarantees should be efficient under any circumstances. First of all, this is achieved by facilitating the exercise of social security rights, secondly, by removing possible obstacles in the course of their implementation, thirdly, by means of legislative recognition of liability for social law violation.

The «social security» term gave an impetus to the development of independent branch of law from the late 1960s – early 70s of the previous century, which is currently known as social security law of the Republic of Kazakhstan. A number of inhomogeneous public relations regulate this branch of law. These public relations are defined as social security relations and can be of procedural and material nature. Social sphere for a rule-of-law, democratic, welfare state is the most important area of public management, and social policy is the most important strand of national policy. The state of social sphere, the relation of citizens social expectations and particular authorities actions to meet social needs eventually determine degree of confidence of the authorities and society, government stability [4].

In our opinion, we take as a basis narrow interpretation of this definition for good reason. It allows us to state that social sphere is a set of public relations related to social security and protection of the population regulated by social legislation aimed at exercising social rights. The «social sphere» category, therefore, completely absorbs the definition area of social security and social protection and is currently established as an independent institute. Progressive establishing of a welfare state in the Republic of Kazakhstan is due to formation of sufficient regulatory legal base for existence of public relations in the social sphere, exercise of constitutional social rights of the person. The areas of social security and social protection differ in a degree of concentration of state authorities of governing subjects, as well as a degree of generalization of target oriented impact on social binds, processes.

Social security in the Republic of Kazakhstan is financed using the state budget, employer's means, personal pension savings accumulated in the consolidated pension savings fund or state social insurance fund. It's a state guaranteed system providing pensions, benefits, services, compensations, allowances, targeted aid, when a socially important fact takes place in a person's (family's) life.

The level of development of social security institutes in one or another society largely depends on the state of economy, state's financial possibilities, available recourses to cover all who are in need of social support. The list of citizens in need of social support is also directly depends on the state's economic possibilities, historical background, a degree of implementation of international standards in the given sphere into domestic legislation. In this regard it's fairly mentioned in research and practice sources that social legislation as an integrated branch system is, firstly, based on constitutional provisions and, secondly, on international law acts adopted and being effective in the social sphere [5].

The world community-recognized requirements to state and development of the area of social security, protection, aid and service can be found in different international acts. Currently the social policy of the Republic of Kazakhstan takes as a point of departure the need for implementation of recognized worldwide standards for providing social benefits, exercising social rights within the framework of the modern social protection of the population. Social expenditures aimed at social security measures, social protection, aid and servicing are given the top priority in the expenses of the state budget. The list of grounds for providing social security (socially important legal facts) is provided in accordance with recognized social standards. It seems proper to consider social security in the following way: measures of a state, which relate to securing citizens in old age, in case of disease, permanent total or partial disability, as well as loss of breadwinner, caring of families with children with regard to individual contributions of citizens or with no equivalents [6]. That provision is an attempt to unite all legal facts due to which social security should be provided, but the state constantly changes the list of these circumstances largely depending on the state's economic conditions.

However, it should be mentioned that there are «classic» legal facts enshrined in the Constitution. In case of such facts occurrence the state guarantees provision of social security. They are retirement age, disability, loss of breadwinner; all other legal components, which give rise to social security relations, cannot be classified owing to ever-changing legislation in this sphere. Types of social security can be defined as state-established social measures, targeted social benefits provided to particular categories of citizens and their families. Today there are following types of social security in the Republic of Kazakhstan: pensions, allowances, state targeted social assistance, social services, compensations, exemptions, social benefits.

Pension is a monthly payment provided to persons who have a right to pension coverage from State Center for Pension Payment, receivers of pension savings financed by the republican budget, consolidated pension savings fund or recourses of insurance companies that provide pension coverage at the expense of retirement annuity. The minimum pension is annually determined in the Republican Budget Act for a particular calendar period and should correspond to the average republican cost of living. The next type of social security is allowances. Currently allowances hold a prominent place in the Republic of Kazakhstan. This is due to both a wide range of persons who have a right to allowances, a great number of legally significant facts, which are grounds for providing a person with allowances, and replace of disability pensions and loss-of-breadwinner pensions with corresponding allowances, special allowance privileges as a result of social reform. Allowances by its target-oriented nature exercise citizens' constitutional right to social security in case of old age, disability, loss of breadwinner. They guarantee a certain level of living in the event of the specified socially important cases.

Currently allowances by funding sources can be classified as payments from republican and local budgets, employer's means. As a rule, allowances as payments in cash are determined on the basis of monthly calculation index, i.e. in hard currency. The grounds for creation of a right to allowances are numerous, it's impossible to distinguish general groups of circumstances providing this right. As many types of allowances are provided by law, as many grounds for creation of the right to them there are. However, they're always significant legal facts, confirmed by a social protection body, local or central one, medical institutions.

Allowances fulfill compensation function in respect to least socially protected social groups for the purpose of supporting their financial standing to some extent. They're one of means for implementing state's social policy, exercising citizens constitutional rights to social protection. As distinct from pensions, allowances, as a rule, doesn't have a function of the main, permanent source of subsistence for citizens. They're aid, which replaces lost income for a time, or addition to income.

State targeted social assistance is payment in cash provided by the state to persons (families) with monthly per capita income below poverty line determined in regions, Astana and Almaty. Social aid is a tool for fighting poverty by means of increasing citizens' income to the amount of cost of living. Cost of living is

necessary minimum money income per capita, which is equal in value to minimum consumer goods basket, which in turn includes the cost of food basket and costs for non-foods and services. The poverty line is determined annually by the Government of the Republic of Kazakhstan over the period of the last decade -

it is 40% of cost of living. Citizens of the Republic, settlers of Kazakh nationality, persons with a status of refugees, foreigners, persons without citizenship, people who have residence permits and permanently residing in the Republic of Kazakhstan with per capita income not exceeding the poverty line have a right to state targeted social assistance.

Generally, social service is an action or a set of intangible actions on the consumer, which make it possible to produce social effects (medical, legal, psychological, domestic, utility services) [7]. Social servicing is a complex phenomenon, which unites a number of social services necessary for living of certain categories of citizens, providing satisfaction of their specific needs at the society's expense [8]. The system of social services under modern conditions of the Republic of Kazakhstan includes the following set of social services: medical aid; providing medicines; indoor relief (boarding schools, rehabilitation centers); social home care for those who need nursing care; prosthetic and orthopedic aid; providing transport means. Specific subject structure of social services receivers should be noted – these are the disabled, lonely senior citizens, special needs children, children deprived of parental care, persons suffering from socially significant diseases, persons with no fixed abode. Generally, compensations are «reimbursement of expenditures incurred by citizens; such expenditures are established in accordance with legislation» [9]. Social compensations are one-time payments made by the subjects of social security law based on socially important legal facts. Citizens who were forced by fascist occupants to leave the territory of the former USSR during the Great Patriotic War, people currently living in the Republic of Kazakhstan, military men and their families in case of death or mutilation, citizens who live or who lived in the territories exposed to radiation as a result of nuclear tests in the Semipalatinsk Test Site are receivers of social compensations.

Exemptions are yet another type of social security. Today in the Republic of Kazakhstan exemptions provided to the disabled and persons suffered from unfavourable environmental factors, as well as war participants and disabled veterans and persons of equivalent status remain regulated by law. Such a narrow use of exemptions in social security is due to replacement of many of them with other types of material support. So far, exemptions in the area of social security are of purely compensation nature. They're a kind of state's lever aimed at balancing social standing of certain categories of citizens in comparison with other members of society.

Today, there are all the above-mentioned types of social security provided by the Convention in the system of social security of the Republic of Kazakhstan, including medical care as a particular form of providing population with social services. Minimum pension and base pension payment rate is determined by the annual finance act for a corresponding year, and allowance rate is determined based on monthly calculation index, which is also provided by the mentioned act or estimated at the cost of living.

The right to social security as a person's inalienable natural right takes place due to a certain life situation, the law associates creation of a person's legal right to require a law-bound subject to provide one or another type of social security with. Creation of the citizens' right to require state bodies, employers, consolidated pension savings fund, insurance companies, state social insurance fund to provide pensions, allowances, social services, compensations, exemptions, state targeted social assistance, etc. takes place by means of recording some or other socially important legal facts (actions or events) by authorized bodies according to established procedure. Art. 28 of The Constitution of the Republic of Kazakhstan provides only the minimum list of social facts due to which provision of social security is guaranteed - these are age, disability, loss of breadwinner; the list of other grounds is made by acts of the Republic.

Thus, the right to social security accrues due to the following inseparable elements: life situation (a socially important legal fact); declaration of intent of a person who claims one or another type of social security; decision of an authorized body that establishes a social fact and assigns type of social security. Social legal facts are particular conditions, which determine probability of citizens' material insecurity due to loss of income or loss of labour capacity, old age, creation of family obligations, loss of breadwinner, absence of demand for labour (unemployment) and other circumstances. In other words, a social legal fact means, above all things, objective and subjective possibility of adverse consequences for persons' life and health and his material well-being.

The above-mentioned circumstances traditionally include the following: retirement age, disability, loss of breadwinner, delivery of a child, temporary disability, active service, unemployment. However, depending on specific state's historical background, economic climate, each country determines for its system of social security which legal facts should be considered socially important, due to which facts citizens' opportunity to exercise their right to social security, protection, aid should be recognized.

In conclusion, we'd like to summarize findings and conclusions. The research was focused on reasoning of the concept of population social security based on reformation of social support, social insurance, social protection and transformation of the mechanism for providing guarantees of increasing state's cost of living. In particular, the transition of population groups being in a hard life situation from the poor by rendering them certain types of temporary aid should be consider a criterion of social support.

In our opinion, the status of the citizens in need of social support can be determined based on the following features:

a) low-income: overall per capita income of a family is below regional cost of living;

b) acute need: no competitiveness in the labour market work; no place of work and occupational skills; extremity of a life situation (refugee, one who suffered from natural disasters, one who has served his time in a place of detention); state of health preventing from an increase in earnings; loneliness (absence of relatives who should maintain the disabled relatives under the law).

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ELECTRONIC MONEY IN KAZAKHSTAN. CURRENT STATE, ADVANTAGES AND DISADVANTAGES

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The short description of money as the institute of the right having sufficient complexity, ambiguity and variability is given in the article. Therefore in the legislation of the most states, including Kazakhstan, there is no legal definition of money. However, we can give the following general definition of money - is the property value, which are served as a measure of goods value, under economic circulation, means of its exchange and expressed in monetary unit of the state or other public institutions.

The main purpose of the article is the explanation of essence, content and mechanism of functioning of electronic money for identification of main tendencies of its development and forecasting of condition of electronic money for the near-term perspective. And also a comprehensive legal investigation of the relations, appearing at turnover of electronic money at the legal level, is considered. Electronic money is the *important, developing institute of the right, in particular, for civil law, subject of regulation of which are the property relations. The sphere of retail payments served by operators of electronic money, affects general population and cash flow, which are significant on amounts, and therefore is socially important. These facts cause special attention to providing and protection of participants' rights of legal relationship, unified with turnover of electronic money.*

Key words: electronic money, way of fraud, transfer systems of electronic money, payment systems.

ЭЛЕКТРОННЫЕ ДЕНЬГИ В КАЗАХСТАНЕ. СОВРЕМЕННОЕ СОСТОЯНИЕ, ПРЕИМУЩЕСТВА И НЕДОСТАТКИ

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В статье дается краткая характеристика денег как институт права, обладающий достаточной сложностью, неоднозначностью и изменчивостью. Поэтому в законодательстве большинства государств, в том числе в Казахстан, отсутствует легальное определение денег. Вместе с тем, деньгам можно дать следующее общее определение – это имущественная ценность, служащая определением меры стоимости товаров, находящихся в экономическом обороте, средством их обмена и выраженная в денежной единице государства или иного публично-правового образования.

Главной целью статьи является разъяснение сущности, содержания и механизма функционирования электронных денег для выявления основных тенденций их развития и прогнозирования состояния электронных денег на ближайшую перспективу. А также всестороннее юридическое исследование отношений, появляющихся при обороте электронных денег на правовом уровне. Электронные деньги являются важным, развивающимся институтом права, в особенности, для гражданского права, предметом регулирования которого являются имущественные отношения. Сфера розничных платежей, обслуживаемая операторами электронных денежных средств, затрагивает широкие слои населения и значительные по суммам денежные потоки, а потому является социально важной. Данные факты обусловливают повышенное внимание к обеспечению и защите прав участников правоотношений, сплоченных с оборотом электронных денег.

Ключевые слова: электронных денег, способ мошенничества, систем перевода электронных денег, платежных систем.

ҚАЗАҚСТАНДАҒЫ ЭЛЕКТРОНДЫҚ АҚША. АҒЫМДАҒЫ ЖАҒДАЙЫ, АРТЫҚШЫЛЫҚТАРЫ МЕН КЕМШІЛІКТЕРІ.

Елемісова А.Н. – А.Байтұрсынов атындағы Қостанай мемлекеттік университеті азаматтық құқық және процес кафедрасының оқытушысы, заң ғылыми магистрі.

Мақалада ақшаның қысқа мінездемесі сияқты жетерліүрделі, белгісіздігі және құбылмалыл ық құқықтың институты болып берілетін. Әлемнің дамыған елдерінде электронды ақша қолдану кеңінен жайылған. Сол ақшаның буы біздің елге де келіп жатыр. Үйде отырып керек затыңды жер шарының қиырынан сатып алып жатсаң қандай керемет. Сонымен э-ақша деген не? Қашан шықты? Пайдасы қандай? Қаншалықты зиянды?

Жыл өткен сайын интернет дүкендердің саны қаулап өсіп келеді. Сіз өзіңіз қалаған затыңызды еш қиналмай интернет дүкендерден таба аласыз және оның бағасы кәдімгі дүкендерге қарағанда едәуір арзан. Өйткені интернет дүкендер тауарды бірден өндірушіден алады. «Кім ақпаратқа ие болса, сол әлемді билейді» деген сөз бар.

Адамдардың көбі интернетке өзіне қажетті ақпаратты алу үшін кіреді. Осыған орай, инфобизнес деген интернет кәсіпкерліктің саласы қарқынды дамып келеді. Инфобизнесмендер дайындаған ақпарат тауарларын сататын интернет дүкендер көп. Электронды ақшаның тағы бір ең үлкен кемшілігі – ақшаңыздың виртуалды болуы. Жаһанды жалмаған дағдарыстың шығуына осы виртуалды ақшаның шектен тыс көбейіп кетуі де өз үлесін қосты. Бүкіл әлемнің қаржысын басқарып отырған Резерв Банкі бір күнде тақырға отырғызып кетуі мүмкін екендігін де естен шығармаған жөн.

Түйінді сөздер: электронды ақша, онлайн-банкинг жүйесін, алаяқтық, банктік кредиттеу, алаяқтық әдісі.

With the development of advanced computer systems, the payment instruments are under the influence of the transformational changes, which are contributed to the development of electronic services with use of the Internet at the current stage. In Kazakhstan, there are many active Internet users, who have mastered a new payment instrument a long time ago. However, many more people are just learning it. A new way of effecting of payment transactions favourably differs by cost effectiveness, simplicity and convenience.

The fact is that in the system of electronic money, the accounting units, issued by the system, are circulated. Electronic money can't be completely considered either as non-cash or as cash. In this case, every user can access to the system and exchange available electronic money for cash or non-cash at any time. In the most general form, electronic money is defined as a series of encrypted sets of symbols that replace banknotes and coins, which "represent information about the quantitative expression of the value of the monetary equivalent." For operations with electronic money, the so-called "Internet wallet" is used, which represents a kind of a bank account' analogue.

Electronic payment systems became popularly by several factors. Firstly, it's availability, simplicity in use and promptness of payments. Very low cost of transferring money from one wallet to another contributes to active movement of electronic money within the system. Secondly, it's security, to which developers pay special attention. For example, the internal kitchen of WebMoney security is one of the biggest secrets of the company. Versions of the client software are regularly updated, which implement more and more new ways of ensuring security. In the system all the conditions are implemented in order to minimize the possibility of system using for illegal purposes. The system actively cooperates both with government agencies, which deal with thefts or fraud, as well as with banks and international organizations combating with money laundering.

The development of electronic payment systems is directly proportional to the increase in the number of Internet users and the number of services, where electronic money can be spent. Unfortunately, in Kazakhstan, the number of really working online stores can be counted on the fingers, and it is a serious systemic problem. Frequently, the goods have identical price or even more expensive in the online store than in the traditional store and electronic money has nothing to do with it. We need state support for this business, like when it was made in the USA. "Give trade preferences to the Internet merchants, for example, exempt from taxes for a while, and the market will begin to develop at a tremendous rate. Now among the countries of Central Asia, Kazakhstan has a real chance to take a leading position in the development of e-commerce. Taxes that can be collected from these enthusiasts are miserly. But if they were exempt from taxes, Internet merchants would very quickly create a powerful infrastructure, which would also provide a lot of workplaces and an excellent image to the country. "

On July 25, 2011, Kazakhstan also adopted the Law of the Republic of Kazakhstan "On Additions to Certain Legislative Acts of the Republic of Kazakhstan concerning Electronic Money". According to the Law, the legal status of electronic money was fixed, under which are understood as unconditional and irrevocable monetary obligations of the issuer of electronic money, stored in the electronic form and accepted as a means of payment in the system of electronic money by other participants of the system.

It should be noted that electronic money has some contradiction: on the one hand, it's a means of payment, on the other - the issuer's obligation, which must be fulfilled in traditional non-electronic money.

Adoption of this law is an important stage in the development of e-commerce on the territory of Kazakhstan, as the introduction of unified requirements for electronic payment' operators contribute to transparency of activities and regulation by authorized bodies. Moreover, for at least 10 years Kazakhstani consumers have been actively using electronic money, emitted by foreign systems. According to some sources, today in the system of electronic money, 1.54 million participants are registered among which Kazakhstan ranks fourth (1.37%) after Russia (79.3%), Ukraine (11.6%) and Belarus (2.6%).

It should be noted that one of the key moments connected with electronic money is the issuer's identification, i.e. organizations, which have the right to issue electronic money in the country. World practice shows that there is no unambiguous approach in the legislation of the countries across the world on this issue. For example, under EU legislation, newly established credit institutions - electronic money institutions (ELMI) issue electronic money. In Hong Kong for it operation, the issuer has to obtain a license of a deposit company. In India, Mexico, Singapore, Taiwan and Ukraine, only banks can issue electronic money.

Kazakhstan also follows this practice: the right to issue electronic money is given to second-tier banks, which will issue electronic money in national currency - tenge. For an exception of a possibility of release by the issuer of uncovered electronic money, the requirement has been introduced in the legislation – implementation of emission within funds which are previously received from owners of electronic money, i.e. the rule of obligatory deposition of the equivalent sum is introduced on a deposit of the bank.

At the same time, the Law provides a possibility of participation in systems of electronic money of private non-bank institution (legal entities) as agents of issuers or operators of the system on the basis of the contracts signed by banks (issuers) of electronic money. Therefore, the private organizations can be engaged in distribution (sale and purchase) of the electronic money, which released in circulation by banks-issuers, and service of operations with it use.

Also, according to the adopted Law, banks-issuers is obliged to accept issued electronic money in repayment or to exchange it on real money at a nominal fee of cash disbursement or transfer it on bank accounts. The maximum sum of one operation shouldn't exceed the sum equal 500 MCI (Monthly Calculation Index). For not identified owners of electronic money, who preferring anonymity, the limit will be 100 MCI. Also, in a case of conducting of several operations by them in a row, they are subject to financial monitoring. The supervision of banks-issuers' activity of electronic money in part of implementation of the established requirements is allocated to National Bank of the Republic of Kazakhstan.

With the regard to Criminal code, there are moments, connected with the fact that in Internet trade we don't see the seller of goods, the risk of fraud exists, i.e. criminally punishable act. Secondly, it is about safety. In online stores databases of buyers are formed in any case, and also unauthorized access to it is declared criminally punishable act. One more moment concerns the forgery of payment cards. Today the electronic payment system in Kazakhstan almost doesn't work, in this connection the main means of purchases' payment are payment cards. The law on electronic money is adopted, and this system should be developed.

Within the amending of the Code of Administrative Offences, the questions of responsibility of businessmen for the delivery of goods, advertising of production of erotic contents, the forbidden information and goods will be raised. Mechanisms of consumer protection will be extending to electronic trading; liability for reliability of advertising on the websites will be imposed. Within the amending of the legislation on the childrens' rights, restrictions on dissemination of information of erotic character at electronic trading are introduced.

As is known, the world practice distinguishes two directions of regulation of electronic money:

1) European model, where by means of demanding prudential normative standards, authorised bodies regulate the activity of issuers of electronic money;

2) American model, where more liberal policy, regarding regulation of the market of electronic money, is pursued.

When drafting legislation of Kazakhstan within formation of the legal environment of electronic money, as a basis NB of RK took the positive international experience regarding regulation of electronic money circulation, which is adequately conforming to the current state of domestic economy.

On the basis of the Kazakhstan legislation, owners of electronic money can be:

1) individual persons, who have received electronic money from issuer, agent or other individual persons;

2) agents;

3) individual entrepreneurs or legal entities, who have received electronic money from individual persons as the payment according to civil transactions.

Therefore, today, electronic money can be used for purchase of goods and services only by individual persons, besides; they can make electronic transfers only to individual persons. Electronic money can be used by individual persons for implementation of payment according to civil transactions and also for conducting of other operations, which doesn't contradict the legislation of the Republic of Kazakhstan.

The role of a single operator executes Kazakhstan Interbank Settlement Center of the National Bank of the Republic of Kazakhstan, which has begun involvement of second-tier banks to the "E-Tenge" system at the present time.

At the same time, "E-Tenge" Electronic money' system in the long term has ability to integrate into the international electronic money' systems and has a number of positive features:

- effective instrument for payment on the Internet;
- safe and convenient form of payment for online purchases;
- easy form of online registration;
- possibility of coverage of the population, which doesn't have bank accounts;
- irrevocability of transaction;
- low cost of transaction;
- payment and transfer are made in real time.

Today, electronic commerce is one of the most actively developing trade formats, and this tendency is observed even in those countries, where it has old and rather successful history. A certain progress in the plan of activization of this type of Internet operations shows Kazakhstan, but against the background of indicators of such advanced states as the USA and China from the point of view of electronic trading, and even in comparison with Russia, our results look modest so far.

Nevertheless, if three-four years ago, the possibility of purchase of goods on the Internet was considered by most of Kazakhstan citizens as exotic and risky venture, today many people make purchases in online stores, and not just those, who are on "you" with the computer.

As we can see, introduction of this innovation is demanded in the market of Kazakhstan, and it further popularization will promote expansion of base of online services, introduction of various technologies of electronic payments and improvement of standard and legal base in the field of electronic commerce.

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SOME TOPICAL ISSUES OF FAMILY LAW AGREEMENTS: CANADIAN EXPERIENCE

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The analysis of the Canadian experience of legal regulation of family law agreements on the basis of which recommendations about negotiating and also about contents of family law agreements, quite suitable for Kazakhstan, are formulated is presented in article.

The fundamental purpose of all family law agreements bough in common law and in civil law is to settle an issue that has come up, or one that could come up, and might be the subject of a legal dispute.

Family law agreements also give an incredibly flexible way of resolving various disputes. The family law agreement can be tailored to suit your particular circumstances and needs, and can be far more creative in resolving a problem than a court order ever could be.

Despite the considerable popularity of the family law agreements in Europe, the USA, and Canada, the mentality of the Kazakhstan people still cannot accept this deal as normal, so experience of the Kazakhstan legislative execution in the family law agreements is precious little. Therefore studying of experience of those countries where practice of legislative execution in the family law agreements and also adjustment of disputes according to them is rather rich, for example Canada, is of obvious interest.

*Keywords: family; agreement; law; court; dispute; negotiation**;** Canada.*

ОТБАСЫ-ҚҰҚЫҚТЫҚ КЕЛІСІМДЕРДІҢ КЕЙБІР ӨЗЕКТІ МӘСЕЛЕЛЕРІ: КАНАДА ТӘЖІРИБЕСІ.

Корытникова Н. А. – А. Байтұрсынов атындағы Қостанай мемлекеттік университетінің азаматтық құқық және процесс кафедрасының аға оқытушысы, қ.м.

Мақалада отбасы-құқықтық шарттардың құқықтық реттеуінің канадалық тәжірибесінің талдауы көрсетіле отыра, соның негізінде Қазақстан үшін жеткілікті түрде келіссөздерді жүргізу, сондай-ақ отбасы-құқықтық шарттардың мазмұны бойынша ұсыныстар құрастырылған.

Отбасы-құқықтық келісімдердің англосаксондық, сонымен қатар континеталдық құқықтық жүйелеріндегі негізгі мақсаты орын алып отырған немесе орын алуға мүмкін мәселелердің реттелуінде тұр, ал ол өз кезегінде құқықтық даудың нысанасы болуы әбден мүмкін.

Отбасы-құқықтық келісімдер, сөйтіп, түрлі дауларды шешудегі сенгісіз икемді тәсілі болып табылады. Отбасы-құқықтық келісімдер нақты мән-жайлар мен қажеттіліктерді қанағаттандыру үшін тиісті түрде құрастырылуы мүмкін, сондай-ақ мәселені шешуде соттың қаулысына қарағанда икемді болуы ықтимал.

Отбасы-құқықтық келісімдердің Еуропа, АҚШ және Канадада елеулі түрде кең таралғанына қарамастан, Қазақстан халқының менталитеті осы бір келісімдерді әдеттегі деп қабылдай алмауда, сондықтан отбасы-құқықтық келісімдерді реттеудегі қазақстандық заңнаманың тәжірибесі мардымсыз болып келуде. Осыған орай, аталмыш келісімдердің заңнамалық реттелуінің бай машығы бар елдердің тәжірибесін зерттеу, сондай-ақ отбасы-құқықтық келісімдерден туындайтын даулар бойынша сот тәжірибесі, мысалы Канаданың, әлбетте қызығушылық туғыздырады.

Кілт сөздер: отбасы; шарт; құқық; сот; дау; келіссөздер; Канада.

НЕКОТОРЫЕ АКТУАЛЬНЫЕ ВОПРОСЫ СЕМЕЙНО-ПРАВОВЫХ СОГЛАШЕНИЙ: ОПЫТ КАНАДЫ.

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В статье представлен анализ канадского опыта правового регулирования семейно-правовых договоров, на основе которого сформулированы вполне пригодные для Казахстана рекомендации по ведению переговоров, а также по содержанию семейно-правовых договоров

Основная цель семейно-правовых соглашений, как в англосаксонской, так и континентальной правовых системах, состоит в урегулировании имеющихся или возможных проблем, которые, в свою очередь, могут стать предметом правового спора.

Семейно-правовые соглашения, таким образом, представляют собой невероятно гибкий способ решить различные споры. Семейно-правовые соглашения могут быть построены таким образом, чтобы удовлетворить конкретным обстоятельствам и потребностям, и может быть более гибким в решении проблемы, чем постановление суда.

Несмотря на значительную популярность семейно-правовых соглашений в Европе, США и Канаде, менталитет населения Казахстана, все еще, не может принять эти соглашения, как обыденные, поэтому опыт казахстанского законодательства в регулировании семейно-правовых соглашений крайне незначителен. В связи с чем, изучение опыта тех стран, где довольно богатая практика законодательного регулирования таких соглашений, а также судебная практика по спорам, возникающим из семейно-правовых соглашений, например, Канада, представляет очевидный интерес.

Ключевые слова: семья; договор; право; суд; спор; переговоры; Канада.

The fundamental purpose of all family law agreements bough in common law and in civil law is to settle an issue that has come up, or one that could come up, and might be the subject of a legal dispute.

It is almost always better to settle a dispute yourself rather than have the courts resolve your problem for you. It is usually cheaper to settle a dispute rather than take it to court, and negotiated settlements usually give you the best possible chance of maintaining a halfway decent relationship with each other in the future. Family law agreements also give you an incredibly flexible way of resolving your dispute. Your agreement can be tailored to suit your particular circumstances and needs, and can be far more creative in resolving a problem than a court order ever could be.

Despite the considerable popularity of the family law agreements in Europe, the USA, and Canada, the mentality of the Kazakhstan people still cannot accept this deal as normal, so experience of the Kazakhstan legislative execution in the family law agreements is precious little. Therefore studying of experience of those countries where practice of legislative execution in the family law agreements and also adjustment of disputes according to them is rather rich, for example Canada.

In Canada, people who sign a family law agreement when they marry or plan to marry are entering into a *marriage agreement*, also called a pre-nuptial agreement. People who sign an agreement when they start living together or plan on living together are entering into a cohabitation agreement, also called a living-together agreement. Under the Family Law Act [1], most couples who live together for two years have the same rights on separation as couples who are married, so there is no significant difference between a marriage agreement and a cohabitation agreement. Many people make agreements that will be effective regardless of whether they are living together or married.

The usual point of agreements like these is to say what will happen if the relationship breaks down, although they can also talk about how things will be handled during the relationship or if one person dies during the relationship. The weird thing about marriage agreements and cohabitation agreements is that although they mostly talk about what will happen when a relationship ends, that may not happen for five years or 20 years, or it may never happen at all. As a result, it can be difficult to make plans based on what the family's circumstances might be like at some unknown point in the future when the relationship ends.

Married spouses, unmarried spouses and other unmarried couples who enter into an agreement after their relationship has broken down are entering into a separation agreement. A separation agreement is a contract that describes how some or all of the legal issues arising from the end of the relationship have been resolved.

All of these different kinds of agreement are legal contracts that describe the parties' rights and obligations towards one another. They can deal with everything from who gets to keep the Kenny G boxed CD set, to where the children will live, to how the parties will deal with their mutual friends, to who gets to keep the Ford Pinto. While these agreements are usually all-inclusive, they don't have to be; some issues can be left aside for the courts to deal with. A couple might sign a property *agreement* dealing with just property issues, or a *parenting agreement* dealing with just the care of the children when their relationship has ended [2].

Despite the intentions of the couple when they signed an agreement, the terms of their agreement may still wind up being reviewed by the court, and possibly changed, if one of the parties later has a problem with the agreement. While the court will pay a great deal of respect to any written agreement, if an agreement was unfairly negotiated, is significantly unfair or becomes significantly unfair the court will generally be willing to look into things and perhaps set aside the agreement and make an order on different terms.

The Family Law Act encourages people to make agreements resolving their disputes rather than going to court. Section 6 of the act says this:

(1) Subject to this Act, 2 or more persons may make an agreement

(a) to resolve a family law dispute, or

(b) respecting

(i) a matter that may be the subject of a family law dispute in the future,

(ii) the means of resolving a family law dispute or a matter that may be the subject of a family law dispute in the future, including the type of family dispute resolution to be used, or

(iii) the implementation of an agreement or order.

(2) A single agreement may be made respecting one or more matters.

(3) Subject to this Act, an agreement respecting a family law dispute is binding on the parties.

Under s. 214 of the act, the court may:

1 set aside part of an agreement, without changing the rest of the agreement,

2 incorporate all or part of an agreement into an order, or,

3 make an order replacing all or part of an agreement [1].

The test the court must apply in deciding whether to set aside an agreement changes depending on the subject matter of the particular part of the agreement at issue. Some tests, like the test to make a child support order in place of an agreement on child support, are really easy; others, like the test to set aside an agreement on property division, are really hard. If you're asking the court to set aside an agreement, you must read the parts of the Family Law Act that deal with setting aside agreements.

Marriage agreements and cohabitation agreements usually talk about what will happen if the parties' relationship breaks down, although they can sometimes talk about how things will be handled during the relationship. These sorts of agreements are normally made well before the parties marry or begin to live together, but can be made at any time during the parties' relationship.

It is important to know that you do not have to enter into a marriage or cohabitation agreement just because your partner wants you to, or just because you're about to marry or start living with someone. While your partner may want you to sign an agreement, you are under no legal obligation to do so. With or without a family law agreement, remedies are almost always available under the common law, the Divorce Act [3], or the Family Law Act if problems crop up later on.

Marriage agreements and cohabitation agreements aren't always appropriate. Most people who enter into these agreements have been married before (once bitten, twice shy!), are coming into the relationship with children, are coming into the relationship with significant assets or significant debts, or expect to receive significant assets during the relationship. A young couple who have no significant assets or debts and no children don't necessarily have any particular need to sign a marriage agreement or a cohabitation agreement.

The sorts of terms people want to apply during their relationships are most often financial. That being said, family law agreements are incredibly flexible and can require the parties to do anything imaginable, from caring for the children during the work week, to having a certain number of holidays each year, to always wearing purple shirts on Thursdays, to sharing the household chores. Typically, however, people want to address issues like these:

- How will a joint bank account be managed? Will the parties contribute a fixed monthly amount to the joint account?

- How will common household expenses be shared? Will specific bills be paid by a specific party or will they be shared proportionately to the parties' incomes?
- How will unexpected expenses be paid for? Will both parties pay for household repairs?
- How will savings, retirement funds be managed? Will each party be required to contribute a fixed monthly amount?
- How will each party's income during the relationship be handled? What will happen if someone gets an unexpected windfall, like a lottery win or an inheritance?

Some agreements do not deal with these issues, and some paint only a vague picture of the parties' respective financial responsibilities. Other agreements are mind-bogglingly detailed and cover even the tiniest details. In my view, unless someone is spectacularly anal retentive, the less said in a marriage agreement or cohabitation agreement about how a relationship will be managed, the better. You wouldn't want every aspect of your relationship governed by a legal contract — that's exactly the sort of thing that encourages relationship breakdown.

The most common reason why people enter into a marriage agreement or a cohabitation agreement is to specify how property will be dealt with if the relationship comes to an end, although agreements like these can also deal with the payment or waiver of spousal support. Typically, however, these sorts of agreements just try to preserve a party's interest in an asset after the relationship has ended.

Agreements about the care of children or the payment of child support are only binding if they are made after separation or when the parties are about to separate.

Separation agreements are entered into after a relationship has broken down. There is no need for the parties to have moved out or gotten a divorce when the agreement is made; in fact, when a couple is married it's usually best to deal with the separation agreement before you apply for a divorce, just in case you can't reach an agreement.

Separation agreements are always the product of negotiations between the parties and, hopefully, their lawyers. The goal of a separation agreement is to deal with all or some of the issues related to the separation in a way that both parties are as happy with as possible. Separation agreements usually deal with the following issues:

- How will the children be cared for? How will important parenting decisions about the children be made?
- If the children will be living mostly with one parent, how much time with the children will the other parent have?
- How much child support be paid, and which of the children's expenses will be shared between the parents?
- Should a party receive spousal support? If so, how much support should be paid and for how long?
- How will the family property be divided? Should the parties' excluded property be divided?
- How will the family debt be divided?

Separation agreements can cover everything that is a problem for a couple, even things that the court would not ordinarily deal with or be able to deal with.

Separation agreements are binding from the moment they are signed by both parties, unless the agreement says something different. They operate from the time they are made and, where children, child support, or spousal support are issues, they often continue to operate indefinitely into the future. Theoretically, a separation agreement will be binding on the parties until they die. In practice, however, most people stop relying on the agreement once the children have grown up, left home and become independent, even though their agreement continues to be legally binding on them [4].

The point of a family law agreement is to make a legal contract that both parties intend to be bound by and that the court can and will enforce if a party doesn't live up to their obligations. In order to be legally binding and enforceable, agreements must be negotiated, drafted and signed in a certain way and include certain terms.

Family law agreements are about really important things like where the children will live, who will pay support to whom and how the parties will divide their property. As a result, the terms of the agreement are almost always the result of lots of talking and negotiating. It is critical that:

- each person has all of the information that is necessary, to figure out what's a good deal and what's a bad deal,
- each person understands their legal rights and obligations, to know what's a good deal and what's a bad deal,
- each person is able to express their views and contribute to negotiating the agreement, and
- there is no pressure to reach an agreement on either party, beyond the importance of reaching a reasonable agreement and saving money on legal fees and court costs.

Properly negotiating and entering into a family law agreement isn't simply a matter of putting the important parts on paper and signing the document. There must be fairness in the way an agreement is negotiated, fairness in the way it is drafted, and fairness in the way it is signed. The people who are negotiating the agreement must be able to understand the agreement, be capable of agreeing to it, and agree to it voluntarily. This is what s. 93(3) of the Family Law Act says about agreements for the division of property and debt:

(3) On application by a spouse, the Supreme Court may set aside or replace with an order made under this Part all or part of an agreement ... only if satisfied that one or more of the following circumstances existed when the parties entered into the agreement:

(a) a spouse failed to disclose significant property or debts, or other information relevant to the negotiation of the agreement;

(b) a spouse took improper advantage of the other spouse's vulnerability, including the other spouse's ignorance, need or distress;

(c) a spouse did not understand the nature or consequences of the agreement;

(d) other circumstances that would, under the common law, cause all or part of a contract to be voidable [1].

This is fairly straightforward:

- you have to make full disclosure of your income, your expenses, your assets and your debts, and any other information that is important to the agreement,
- you can't exploit the other party's weaknesses to get a good deal for yourself,
- you have to make sure that the other party understands exactly what the agreement means and how it will affect their life, both now and in the future, and,
- you can't force or pressure someone to sign the agreement, you can't cheat someone into signing the agreement, and the agreement must be reasonable.

Although s. 93 is about property, s. 164(3) says the same thing about agreements for spousal support, and I think that this is a pretty reasonable standard to set for all other family law agreements. If you don't want the court to throw out your agreement, you've got to take the time to do it right, and you've got to be fair and not take advantage of the other party [1].

The legal formalities common to all family law agreements are these:

- The parties to the agreement must provide full financial disclosure to each other and must be completely honest in describing their circumstances.
- The agreement must be in writing. (While oral agreements have been upheld by the courts, it can be very difficult to establish the terms of the agreement, and oral agreements cannot be enforced until a court has determined what the terms of the agreement are.)
- The parties can't be under any sort of legal disability such as insanity.
- The parties must both sign the agreement of their own free will, without unfair pressure by the other party.
- The agreement must be properly executed, which means being signed by each of the parties in the presence of at least one witness who is not a party to the agreement.

As a general rule, each person who enters into a family law agreement should get *independent legal advice*, advice from their own lawyer, before the agreement is signed about:

- what the agreement means,
- what rights and obligations the agreement gives to each party,
- how the agreement does or doesn't limit the other legal remedies that might be available,
- how the agreement may affect each person over the short- and long-term, and,
- the options and remedies that would have been available if everyone had decided to go to court instead of settling things with an agreement.

Independent legal advice is important for two reasons: it ensures that the parties to the agreement know exactly what their rights and obligations are; and, it makes the agreement stronger by preventing a party from claiming later on that they didn't fully understand what the agreement meant or how it would impact them. If you really want to make sure that your agreement will stand the test of time, you've got to make sure that you and the other party have both seen a lawyer about the agreement!

Lawyers often write family law agreements in a standard format using standard terms, tailored, of course, to the specific needs and circumstances of the parties. Just because family law agreements are often written using standard terms and standard language doesn't mean that an agreement using different wording will be set aside because it expresses things in a different way. As long as it is clear what the intentions of the parties are and as long as the agreement is fair and continues to be fair, the courts will usually uphold the agreement.

Below, we describe the structure of usual family law agreements.

1 The introduction

The introduction to an agreement, also known as the *exordium*, is the portion of an agreement that identifies the parties to the agreement, provides a title for the agreement, and sets out the date on which the agreement is made.

2 The recitals

The recitals describe the parties' circumstances when the agreement is made in a summary sort of way. They include the basic facts of their relationship, give the names and birth dates of any children, describe the property and debts that the agreement deals with, and describe the parties' incomes, among other things.

The recitals are the foundation on which the agreement is built. They should be sufficient to tell a complete stranger why the parties entered not just into any agreement but this particular agreement. It is important that the recitals be as complete as possible because if anyone tries to challenge the agreement in the future, the recitals will set out the facts that were important to the parties at the time the agreement was made. Other recitals might describe the make, model and value of each party's car, the address and value of the family home, the credits cards owned by the parties and the amounts owing on them, and so on. Essentially, every fact that is relevant to the agreement should be put into the recitals to the agreement.

By the way, the parts where you see a capitalized word in brackets, like (the "Date of Separation"), are called defined terms.

3 The operative clauses

The operative clauses of an agreement are the nuts and bolts of the settlement. They are the essential terms of the agreement and describe what each party's rights and obligations are.

4The signatures

The last part of a family law agreement is where each of the parties will sign their names in the presence of a witness. The parties can sign the agreement at the same time or separately, at different times and in different locations. Either way, each party's signature must be witnessed, and the witness, after seeing the party sign the agreement, must sign their name to the agreement. The witness usually provides some other information, typically their full name, address, and occupation. The page with the parties' signatures should include at least one operative paragraph of the agreement.

The witnesses to the parties' signatures do not become parties to the agreement and the agreement cannot be enforced against them. The signature of the witness simply says that they saw the particular party sign the agreement, in case someone ever denies signing the agreement.

It is also a good idea for each of the parties and the witnesses to initial each page of the agreement, other than the page with the parties' signatures [5] .

Negotiating considerations. For many couples, negotiations begin and end over a cup of coffee at the local Tim Hortons [2]. This is fine, providing that everyone is relatively friendly and the parties are approaching their negotiations from a relatively level footing. The court will respect the agreements that negotiations like these produce, on the basis that people are free to make their own bargains and to contract to whatever they like.

Problems can arise when negotiations aren't completely fair. In a 2003 case from the Supreme Court of Canada, Miglin v. Miglin, 1 SCR 303, the court held that family law agreements should not be considered under exactly the same standards that are applied to ordinary commercial contracts because family law agreements are usually negotiated at "a time of intense personal and emotional turmoil, in which one or both of the parties may be particularly vulnerable [6]." Some of these vulnerabilities were described in a 2000 case from Ontario, Leopold v. Leopold, CanLII 22708 (ON SC):

"One party may have power and dominance financially, or may possess power through influence over children ... often both contracting parties are vulnerable emotionally, with their judgment and ability to plan diminished, without the other spouse preying upon or influencing the other. The complex marital relationship is full of potential power imbalance." [7]

In a 2009 case, Rick v. Brandsema, 1 SCR 295 the Supreme Court of Canada added another factor to this list, incomplete or misleading financial disclosure [8].

Potential unfairness, then, can come from:

- exploiting a party's emotional or psychological vulnerability,
- influence over a party through dominance and oppression,
- control over the family finances,
- influence over the children's allegiances, or
- access to or control over the release of financial information.

Where unfairness is found, the court will be more likely to set aside an agreement or to make an order on terms different than those set out in an agreement. As a result, people negotiating family law agreements must take special care to ensure that everyone is on a level playing field and are negotiating from positions of relative equality. Here are some things that can help:

- Independent legal advice: Make sure everyone has legal advice about the meaning and consequences of the agreement from their own lawyers. Have the lawyers who provided the independent legal advice witness the parties' signatures on the agreement, and sign certificates of independent legal advice.
- Respect vulnerabilities: Stop negotiations when someone is too upset to continue or appears to be compromised in any way. If there is any doubt that a party is not in their right mind, down tools and come back to the table later. Consider the need for counselling or therapy before continuing.
- Make full disclosure: Always make full disclosure of all financial facts, whether disclosure has been requested or not. Have documentation available of current income, past income, bank and investment

account balances, outstanding debts, property values, values of shares and options, art and jewelry appraisals, and so on.

• Never lie: Intentionally misleading someone about the value of something, the amount of a debt, past income and future income expectations, or any other relevant fact will always undermine the strength of an agreement. Be scrupulously honest and transparent at all times.

• Know the law: The *Divorce Act* and the *Family Law Act* say when and why spousal support and child support should be paid. The *Divorce Act* and the *Family Law Act* talk about how much time children should have with their parents. For married spouses and unmarried spouses, the *Family Law Act* talks about how property and debt should be divided. Know how the law treats these different subjects and ensure the agreement roughly reflects the law [2].

In the conclusion, we will give several important advises formulated by the Canadian lawyers who quite are suitable also for the Kazakhstan citizens wishing to conclude the family law agreements.

1First of all, it is always best to have a lawyer prepare any sort of contract, including family law agreements. A family law lawyer will be best able to advise you of the duties and obligations involved in the contract, the rights you will be giving up by entering into the contract, and other unexpected but critical issues the agreement might involve

2 Don't use "legalese" Some people are tempted to use words that sound particularly legal, like using the word "issue" to refer to children. Avoid this at all costs, and try to use plain language to express the content of your agreement. Words like "issue" can have a particular legal meaning — in this case first-generation, directly-descended heirs — that are often at odds with what people think the term means. As a result, if you use legalese there is a risk that your contract won't wind up meaning quite what you think it means. Be as clear as possible. If a term of your agreement has more than one possible interpretation, it may lead to future conflict between yourself and the other party.

3 Avoid agreeing to agree. An agreement that requires a further, future agreement — "the household furniture will be divided as Mary and Jerry will agree" — is open to further, future conflict. Whenever possible, try to limit an agreement to all that can be agreed upon at the moment and try to agree on as much as possible.

4 Remember the loose ends. It is always best to tie up any loose ends. This may require some thought as it isn't always obvious what else needs to be included. If a house has to be sold, for example, who will list it and hire the realtor? Who will live in it until the sale? What debts will be paid from the sale proceeds? These things should all be specified, where at all possible.

5 Be realistic. You've got to live with the agreement; make sure it is something you can live with, not just now but in three or five years. Make sure that the obligations you must fulfill under the agreement are obligations that you can reasonably fulfill. Promising to pay off a credit card within a year, for example, isn't always the easiest thing to do and it isn't always practical. Sometimes people who have separated are desperate to have done with it, to have a deal signed and finished. If you feel rushed into an agreement, step back and take two (or twenty-two) deep breaths. The world will not end if you take a moment or a week to think about something. It is critical that whatever you wind up agreeing to is something that you will still be okay with next month, next year, and in 10 more years. It can be very difficult to change an agreement in the future, especially one about division of property or debts, if only one of the parties wants the agreement to be changed. Be patient and take your time.

6 Use sample clauses with caution. Before copying a term from someone else's agreement into your own agreement, make sure you fully understand what that term means. A clause that suits one couple in one situation may be entirely inappropriate for another couple. It is all too easy to adopt a term that sounds good or appropriate, without fully considering what that term means. Be cautious, be prudent, be careful.

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АЛҚАБИЛЕРДІҢ ҚАТЫСУЫМЕН ҚЫЛМЫСТЫҚ ІСТЕРДІ ҚАРАУДЫҢ МӘСЕЛЕЛЕРІ

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Мақалада алқабилердің қатысуымен қылмыстық істерді қараудың құқықтық табиғатын зерттей келе, алқабилердің қатысуымен қылмыстық істерді карауды жетілдіру мәселелерін қарастырған. Алқабилер қарауға тиісті қылмыстық іс сотқа түскен кезде соттың төрағасы істі сотта іс жүргізуге қабылдау туралы мәселені шешеді. Судья келіп түскен іс бойынша басты сот талқылауын тағайындау немесе алдын ала тыңдау жүргізу туралы шешімдердің бірін қабылдайды

Алқабилердің қатысуымен жүргізілетін сот – сот төрелігін атқаруда халықтың қатысу нысандарының бірі. Бұл институт процестің жарыспалылығын ынталандырады, сонымен қатар, азаматтардың құқықтары мен бостандықтарының неғұрлым пәр¬менді қорғалуына ықпал етеді.

Алқабилер қылмыстық іс-әрекет жасалды ма және оны жасағаны үшін сотталушының кінәсі бар ма немесе жоқ па деген сауалдарға жауап беретін болғандықтан, олардың пікірін жеткіліксіз

деп санауға болмайды. Өйткені, алқаби сотта қаралатын дәлелдемелерді зерттеуге қатысуға, төрағалық етуші арқылы процеске қатысушыларға сұрақ қоюға, заттай дәлелдемелерді, құжаттарды тексеріп-қарауға қатысуға, заңнама нормаларын түсіндіру үшін төрағалық етушіге жүгінуге құқығы бар. Осы және басқа да құқықтар алқаби міндеттемелері жүктелген азаматтарға қылмыстық істің мән-жайларын өз бетінше бағалау және алқабилер алдында қойылатын сұрақтарға жауап беру мүмкіндігін береді.

Зерттеудің теориялық және әдіснамалық негізіне алқабилердің қатысуымен қылмыстық істерді қараудың негізгі мәселелері бойынша отандық және шетелдік ғалымдардың еңбектеріндегі іргелі және қолданбалы тұжырымдамалары, нормативті құқықтық актілер, салалық ғылыми түсіндірме сөздіктері алынған.

Түйінді сөздер: алқабилер, алқа, қылмыстық процесс, жаза.

ВОПРОСЫ РАССМОТРЕНИЯ УГОЛОВНЫХ ДЕЛ С УЧАСТИЕМ ПРИСЯЖНЫХ ЗАСЕДАТЕЛЕЙ

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В статье исследуется правовая природа рассмотрения уголовных дел с участием присяжных заседателей, рассмотрены вопросы совершенствования порядка рассмотрения уголовных дел с участием присяжных заседателей.

Одной из форм осуществления правосудия народом является суд присяжных заседателей, который, в силу прямого указания закона, входит в судебную систему Республики Казахстан. Суд с участием присяжных является одной из известных цивилизации форм судопроизводства.

В водной части кратко описывается история суда присяжных заседателей в Республики Казахстан, а также обосновывается необходимость рассмотрения данной темы.

Так же в статье определяется правовое положение присяжных заседателей и разграничивается их положение и положение других участников уголовного судопроизводства, в том числе суда. Рассматривается порядок осуществления производства по уголовным делам, рассматриваемым с участием присяжных заседателей, перечислены и раскрыты существующие проб-лемы при отправлении правосудия с участием присяжных заседателей в РК, а также предложены пути их решения.

В ходе подготовки к написанию данной работы были исследованы нормативно-правовые акты Республики Казахстан, научные труды современных казахстанских авторов, учебно-справочная литературы, материалы периодической печати и т.д.

Ключевые слова: суд присяжных, уголовный процесс, наказание,.

ISSUES OF CONSIDERATION OF CRIMINAL CASES WITH PARTICIPATION OF JURIES

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The article examines the legal nature of the consideration of criminal cases with the participation of jurors, the issues of improving the order of consideration of criminal cases with the participation of jurors.

As in other democratic countries, mechanisms for the protection of human rights are actively functioning in Kazakhstan. The realization of human rights must concern not only ordinary citizens of the state but also those who are held legally accountable. In most States of the modern world, the accused may apply for trial by jury.

Despite the existing problems, the practice of the last three years has shown the viability of the Kazakh model. Although the jury in Kazakhstan belongs to the continental model, it has its own distinctive features. In our opinion, in order to achieve the maximum result, it will be necessary to improve the mechanisms of implementation of this institution, a lot of propaganda work on the part of state bodies and civil society institutions.

In preparation for writing this work was studied the normative legal acts of the Republic of Kazakhstan, scientific works of modern Kazakh writers, training and reference literature, periodicals, etc.

Keywords: jury trial, criminal procedure, punishment,.

Бүгінгі таңда демократиялық даму, сот билігі жүйесін нығайту мақсатында бұрынғы дана, шешен билеріміздің өнегесін жалғастыра отырып, еліміздің сот жүйесіне алқабилер институтын енгізу – заман талабына сай маңызды мәселеге айналды

Алқа билер институты процессуалдық заңнамадағы барлық қағидаларын мінсіз және толыққанды орындалуына бағыт-бағдар береді. Атап айтқанда, сот үдерісіндегі сайысушылықты қамтамасыз етуге ықпалын тигізеді. Алдын ала тергеудің және сот тергеуінің сапасын жақсартады. Тараптардың кәсіби деңгейін көтеріп, қылмыстық ізге түсу органдарындағы тәртіпті елеулі түрде қатайтады. Сондай-ақ қылмыспен күресудің атын жамылып, жөнсіз айыптауға жол беруде орын алатын келеңсіздікті жояды [1].

Еліміздің біршама талқылаулар мен пікірталастардан кейін «Алқабилер туралы» алқабилердің қатысуымен қылмыстық сот ісін жүргізуді енгізу мәселелесі бойынша өзгерістер мен толықтырулар енгізу туралы заңдардың қабылдануы мен олардың жүзеге асырылуының еліміздің құқықтық өмірі және сот жүйесі үшін ерекше маңызды.

Қай кезде де алдымен мәселе туады. Сонан соң оны талқылау басталады. Сол айтқандай, бізде біраздан бері алқабилер соты пікірталастың тақырыбы болып, ақыры бір шешімін тапқандай болды. Біреулер англо-саксондық үлгі дұрыс десе, енді біреулер құрылықтық үлгіні мақұл көреді. Ұзақ талылаудан кейін өз жағдайымыз бен ерекшелігіміз ескеріліп, екіншісі таңдалды. Сөйтіп, «Алқабилер туралы» арнайы заң қабылданды. Ол заң 2007 жылдың басынан бастап қолданысқа енгізілді.

Көзі ашық көкірегі ояу азаматтардың бәрі білетіндей, дамыған, өркениетті елдердің қай қайсысында да алқабилер институты жұмыс істейді. Мұндағы басты мақсат – қылмыстық істерді қарағанда сот төрелігінің мейілінше объективті және әділетті болуын қамтамасыз ету және оған бұқара халықтың өзін қатыстыру болып табылады.

Демократиялық және құқықтық мемлекет құрып, қалыптастыруға бағыт алған біз де қоғамның мұрат-мүддесіне қызмет ететін мұндай өнегелі істен еш қалмауымыз керек. Басқаны айтқанда, мынау тұрған көршілес Ресейдің өзінде алқабилер институтын енгізу 1993 жылдан бастап қолға алынды. Алдымен елдің алты аймағында сыналып, байқалды. Солай тәжірибеден өткізіліп барып күшін енді. Біздегі әрекет те сол үрдістердің жалғасы іспеттес.

Сот заседательдері деген кеңес заманында болған. Бірақ ол кездегі заседательдер мен қазіргі алқабилердің арасында үлкен айырмашылық бар.

Жалпы кеңес заманында соттың өзі партияның қолындағы құралы сияқты болып келді ғой. Қазір биліктің тәуелсіз жеке тармағына айналған сот еліміз бағдар ұстаған құқықтық қоғам орнатуда үлкен рөл атқаратындығы анық.

Бүгінде халықтың сотқа деген сенімі артып келеді. Осыған орай, сотқа халық өкілдері – алқабилерді қатыстыру қазіргі уақыт талабынан туған дұрыс қадам. Бүгінгі күнде өзін демократиялық қоғам ретінде таныған әрбір ел өз ішіндегі мемлекеттік құрылымдардың демократиялық талаптарға негізделіп жұмыс істеуін қалайды. Ал, бұл мәселеде ұтымды және тиімді механизмдерге негізделген сот ісін жүргізу маңызды және негізгі рөл атқарады. Сондықтан алқабилер институтының сот құрылымдарына енуі біріншіден, құқықтық мемлекеттің демократиялық қадамдарына зор кепілдік беретіні айқын.

Қазақстан Республикасының алқа билер институтын құруда аталмыш институтты құру тәртібіне, алқа билер мен кәсіби судьялардың өкілеттіліктеріне, алқа билердің қатысуымен өтетін ерекшеліктеріне, сондай-ақ іс жүргізу барысындағы іс-әрекеттерге, алқа билер шешуге жататын мәселелердің қалыптасуына (дайындалуына), алқа билер сотында қойылатын сұрақтардың мазмұнына, сонымен қатар ол сұрақ іске қатысушы алқа билерге түсінікті болуына, мемлекеттік тілді толық меңгермеген адамдарға алқа заседателі болып қатысуына жол бермеу мәселесіне, алқа билердің іске қатысу кезіндегі этикасына, алқа би шешімінің әрі қарай шағымдалу, шағымдалмау мәселелеріне ерекше назар аудару керек. Алқа билерге қатысты заң мен кез келген нормативтік актілер міндетті түрде алдымен мемлекеттік тілде қабылдануы өте маңызды. Аталған институтты енгізу негізінде халық пен билік арасындағы байланыс нығайтылғанымен, жауаптылық мәселенің тиянақты аяқталуын талап етеді [2].

Ал, өз кезегінде алқабилер сот ісіне араласып, әр қылмыстық істердегі айғақтарды екшелеп, қылмыстық жауапкершілікке тартылғандардың қаншалықты кінәлі екендігін немесе кінәсіз екендігін анықтап, істің әділ шешілуіне ықпал ететін институт болуы тиіс. Екіншіден, сот реформасындағы бұл қадам сот құрылымдарының тәуелсіздігін одан әрі нығайта түседі. Алайда, алқабилер институтын енгізу Конституцияға, қылмыстық кодекс пен Қылмыстық істер жүргізу кодексіне, сондай-ақ «Алқабилер туралы» арнайы заң қабылдануымен шешіле салмайды. Ең алдымен бұл мәселені құқықтық тұрғыда шешу қажет, сонымен бірге оның әлеуметтік-экономикалық мазмұнын зерделеп, оның жұмыс істеуінің Қазақстанға барынша сәйкес келетін жолдарын анықтау ләзім. Мұның өзі өз кезегінде қазіргі қол жеткізген құқықтық реформаның жетістіктеріне нұқсан келтірмеуі тиіс. «Алқабилер туралы» заңға сәйкес, еліміздің сот жүйесіне алқа билер енгізу 2007 жылдың қаңтар айынан бастап күшіне енді. Заң жобасы ел қалаулыларының талқысына түскен күннен бастап-ақ, түрлі пікір-таласқа ұшырағаны жұртшылыққа мәлім. Бұл пікірталаста қарсы болғандардың үні бәсеңдеу шыққанын да жақсы білеміз. Көпшілік қолдады. Алайда Алқа билерінің жұмыс істеу тәртібіне қатысты континентальды, не классикалық үлгісін таңдау мәселесі екі жақты тартысқа түскен еді. Қалай болғанда да, мамандар қазір бізге континентальды үлгінің тиімдірек екендігін айтып, соған тоқталды. Елімізде сот жүйесін жетілдіру, сот процестерінің ашықтығын, сот ісін қарау сапасын арттыру мақсатында реформалар қалыпты деңгейде жалғасып келеді. Соның бір көрінісі ретінде, біршама талқылаулар мен пікірталастардан кейін «Алқабилер туралы» және «Қазақстан Республикасының кейбір заңнамалық актілеріне алқабилердің қатысуымен қылмыстық сот ісін жүргізуді енгізу туралы» заңдарының қабылдануы. Мұны сот жүйесіндегі реформаларды дамытуда жүзеге асырылып жатқан өте маңызды шараға жатқызуымыз қажет.

Алқабилердің қызметіне қатысты көптеген сұрақтар мен мәселер туындауы заңды. Біршама ойлар мен пікірлер диплом жұмысында ортаға талқыланды. Жаңадан қолға алынған істің қай кезде де қиындығы мен кем-кетігі болатыны хақ. Сондықтан алқабилердің жұмысы уақыт өте келе толығып, қалыптасады деп ойлаймын.

Жалпы алқабилердің сот ісін жүргізуге қатысыуы туралы мәселе бір дипломның ауқымын қамтуы мүмкін емес нәрсе, білем, бұл туралы том-том кітаптар жазуға болады, әлемдегі дамыған елдерде қолданыс тапқан бұл институт талай ақ пен қараны айыруда үлкен септігін тигізіп жатқан шығар. Сондықтан жақын арада құқықтық жүйемізге қолданысқа енген аталмыш институт – басты құндылық адам мен азаматтаррдың құқықтарының қорғалуын қаматамсыз етері анық.

Алқабилер институты Қазақстан Республикасында құқықтық негізде құрылған оның құрамына тағайындалатын әрбір алқабилердің адамгершілік қасиетіне ерекше көңіл бөлінген. Себебі, объективті шешім шығару саналы, салиқалы, ақылды, парасатты, байыпты адамдардың ғана қолынан келетіндігі ескертілген.

Алқаби өзінің ішкі сенімі бойынша қылмыстық істің мән-жайын бағалауға міндетті. Алқаби сот ісін жүргізу кезінде өзіне қойылған талаптарды мүлтіксіз орындауға тиіс.

Басты сот талқылауы тағайындалғаннан кейін төрағалық етушінің үкімі бойынша сот отырысының хатшысы соттағы бірыңғай және қосалқы тізімдерден алқа биге кандидаттарды алдын ала кездейсоқ таңдауы жүргізеді. Бір адам алқа би ретінде сот отырыстарына жылына бір реттен артық қатыса алмайды [3].

Қорыта айтатын болсақ, Қазастанның сот жүйесіне алқабилердің қатысуымен қылмыстық сот ісін жүргізуді енгізу құқықтық реформаларды одан әрі жетілдіру және сот билігінің халықпен бірге бірлесіп жұмыс істеуіне, сот процесінің жұртшылық өкілдеріне жариялы болуына ықпал етері сөзсіз.

Мемлекетімізде құрылған алқабилер институты моделі халқымыздың ұлттық, тарихи, әлеуметтік және экономикалық ерекшеліктеріне сай болуы қажет. Бұл ретте біздің еліміздегі басым көпшіліктің пікірін ескеріп, құрылықтық жүйені енгізуі орынды. Сонымен қатар, алқабилер тек кесім шығарып, заң нормалары бойнша талап етілетін үкімді кәсіби судьяның шығарғаны өте орынды. Алқа билер қатысатын сот үдерісі тек облыстық соттарда ғана қаралады. Негізгі алқа билер саны тоғыз болса, оларға қосымша екі кәсіптік судья жетекшілік жасайды. Судьяның бірі төраға болып табылады. Алқа билер карауына ең жоғары жаза — ату жазасын қолдану қажет етілетін істер ғана беріледі. Жылма жыл елімізде ондай, яғни Қылмыстық кодекстің 96-бабы, 2-бөлігінде жататын, 700– 800 істер қаралады. Енді қазіргі уақытта барлық облыстық соттарда алқа билер қатысып өткізетін істерге байланысты арнайы бөлмелер жабдықталына бастады [4].

Зерттеу жұмысының жаңалығы келесі ұсыныстар мен қорытындыларды қамтиды:

- сот әділдігін қамтамасыз етуге халық қатысуының негізгі идеясы шындықты анықтау және әділ шешім шығаруға бағытталған сот процесінің ашықтығын қамтамсыз ету болған және болып қала береді;

- сот әділдігін қаматамасыз етуге халық қатысуының модельдерінің алғышарттарына талдау жасау негізінде тарихта түрлі мемлекеттердің құқықтық жүйесінде сот әділідігін жүзеге асыруға халықты қатыстыру мүмкіндігі арқылы сот өндірісінің жүйесінің транспаренттілігін көтеру және қабылданатын шешімдердің объективтілігін қамтамасыз ету мақсатында қолданылғандығы анықталды;

- халық қатысуы арқылы сот әділдігін жүзеге асыру модельдерінде салыстырмалы талдау жасау негізінде алқаби болуға үміткерлер таңдау критерийлері қылмыстық сот өндірісінің жоғары сапасын қамтамасыз етудің басты факторы болып табылатындығы туралы тұжрым жасалды;

- алқабилер институтын енгізу туралы сот шешімдерінің қабылдауда сот тәуелсіздігіне, дәлелдемелерді бағалауда заңдылық және шынайлылық принциптерінің қамтамасыз етілуіне мүмкіндік береді, соттық қателіктер мен өзара сілтеушіліктердің азаюына алып келеді, алқалық принципін сақтауға, сондай-ақ демократиялық сот өдірісі аясында азаматтардың құқықтық қорғалу деңгейін көтеруге мүмкіндік береді. Кәмелетке толмағандарға қатысты қылмыстық істерге болашақта алқабилердің қатыстырылуы мақсатты деп танылады, бірақ ол шпионажға, лаңкестікке, ұлтаралық шиеленске, жыныстық қылмыстарға қатысты таралмайтындай етіп шектеу қажеттілігі дәлелденді.

Сот процесіне халық қатысуының социалистік нысанының басты кемшілігі, біріншіден, барлық сот инстанцияларында және барлық істер санаттары бойынша істердің қаралуына халық заседательдері қатысуын нақты құқықтық реттеу механизмі болмады, екіншіден, заседатель өкілеттігі мен мәртебесінің қабылданған шешім үшін жауапкершілік деңгейі анықталмады. Алқалық заседательдерге үміткерлер таңдау процедурасының ашықтығы мен жеделдігін қматамасыз ету үшін бірыңғай республикалық компьютерлік бағдарлама жасау қажет.

Зерттеудің теориялық құндылығы республикамызда алқабилердің қатысуымен сот қызметін жүзеге асырудың ұйымдастыру және құқықтық аспектілері ғылыми тұрғыдан зерттелуімен анықталады.

Алқабилердің қатысуымен өтетін сот жүйесін енгізу қылмыстық істерді тергеу сапасына оң әсерін тигізеді. Қылмыстық іс жүргізу кодексіндегі тараптардың теңдігі мен жарыспалылығы да шын мәнінде жұмыс істейтін болады, соттағы сөз жарысы, тергеу сапасы, тұтастай алғанда сот төрелігінің жүзеге асыру деңгейі мен сапасын да жақсартпақ. Ата Заңымыздың 3-бабында көрсетілгендей, «мемлекеттік биліктің бірден-бір бастауы - халық» болатын болса, халық сол Ата Заңымызда көрсетілген биліктің бір тармағы болып табылатын сот төрелігін жүзеге асыруға тікелей қатысуға мүмкіндік алады. Мұның өзі сайып келгенде, халықтың сот билігіне деген сенімін арттыраы сөзсіз.

Алқабилер сотының енгізілуінің жалпы, қазақстандық сот ісіндегі прогрессивті және жауапты қадам екендігі күмәнсіз. Бұл бағыттағы реформаның қалай өтетініне қарамастан, қылмыстық істердің тек заң тұрғысынан емес, әділеттік, өмірлік тәжірибе мен даналық көзқарас тұрғысынан да қаралуы, түптеп келгенде, тек соттың ғана емес, тұтастай мемлекеттің де беделіне оң әсер етеді.

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СЫЙАҚЫЛАРДЫ ЖҮЗЕГЕ АСЫРУ ЕРЕКШЕЛІКТЕРІ ҚОСЫМША ЖҰМЫСҚА ЖҰМЫС ІСТЕУДІҢ ТҮРІ ШЕТЕЛДІК МЕМЛЕКЕТТЕРДІҢ ЖӘНЕ ҚАЗАҚСТАН РЕСПУБЛИКАСЫНЫҢ ЗАҢНАМАСЫ ТУРАЛЫ

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Осы мақалада қоғамдық жұмыстарға қатысу түріндегі жазаның мәні мен мақсаты көрсетілген, қоғамдық жұмыстарға тарту нысанындағы жазаны орындаудың тәртібі мен шарттары, сондай-ақ жазаның осы түрін орындау мәселелерін көтереді.

Қоғамдық жұмыстар баламалы жазалау жүйесіндегі жаңа қылмыстардың бірі және қылмыстық-құқықтық мәжбүрлеудің басқа шаралары болып табылады.

Қазақстан Республикасында қоғамдық жұмыстар жазалаудың жаңа түрі болып табылады, 1998 жылға дейін бұрынғы ұлттық қылмыстық құқық туралы белгісіз.

Қоғамдық жұмыстарға тарту, Қазақстан Республикасы Қылмыстық кодексінің 42-бабы 1-тармағына сәйкес (1998 жылдан бастап) болды, сотталғандарды бос жұмыс орындарынан босату немесе оқу уақытынан тегін қоғамдық пайдалы жұмыс, түрі (жұмыс объектілері және олардың сипаты) жергілікті атқарушы органдар немесе жергілікті өзін-өзі басқару органдары пенитенциарлық инспекциямен, жазаны орындауды қадағалау.

Қолданыстағы қылмыстық заңнамада (2017 жылғы 1 қаңтардан бастап күшіне енеді), қаралып отырған жазаның түрі техникада қарастырылған. ҚР ҚК-нің 43-бабы «Қоғамдық жұмыстарға тарту». Жазаның бұл түрі еркін қоғамдық игілік жұмыстарының белгілі бір біліктілігін талап етпейтін сотталғандарды орындау болып табылады, қоғамдық орындарда жергілікті атқарушы органдар ұйымдастырады.

Бұл жазаның өзектілігі, бұл қоғамдық жаза нысаны ретінде жұмыс істейді, онда адамның қоғам алдындағы өзінің кінәсін жоюға мүмкіндігі бар, өздерінің еңбекпен айналысады, сол уақытта жұмысын, таныс ортаны, отбасын және т.б. жоғалтпайды. Түзету жұмыстарынан айырмашылығы, қоғамдық жұмыстарға сотталғандар үкім шығарады, яғни. бос уақытында немесе оқу уақытында жұмыс жасайды.

Түйінді сөздер: қоғамдық жұмыстарға тарту нысанындағы жаза

ОСОБЕННОСТИ ИСПОЛНЕНИЯ НАКАЗАНИЯ В ВИДЕ ПРИВЛЕЧЕНИЯ К ОБЩЕСТВЕННЫМ РАБОТАМ ПО ЗАКОНОДАТЕЛЬСТВУ ЗАРУБЕЖНЫХ СТРАН И РЕСПУБЛИКИ КАЗАХСТАН

В данной работе исследуются сущность и назначение наказания в виде привлечения к общественным работам, рассматриваются порядок и условия исполнения наказания в виде привлечения к общественным работам, а также поднимаются проблемы исполнения данного вида наказания.

Общественные работы являются одним из новейших изобретений в системе альтернативных наказаний и иных мер уголовно-правового принуждения. В Республике Казахстан общественные работы являются достаточно новым видом наказания, не известным прежнему национальному уголовному законодательству до 1998 года. Привлечение к общественным работам, согласно ч.1 ст.42 УК РК (от 1998 года) состояло, в выполнении осужденным в свободное от основной работы или учебы время бесплатных общественно полезных работ, вид которых (объекты работ и их характер) определяются местными исполнительными органами или органами местного самоуправления по согласованию с уголовно-исполнительной инспекцией, контро-лирующей исполнение наказания.

В действующем уголовном законодательстве (действие с 1 января 2017 года) рассматриваемый вид наказания предусмотрен ст. 43 УК РК «Привлечение к общественным работам». Данный вид наказания состоит в выполнении осужденным не требующих определенной квалификации бесплатных общественно полезных работ, организуемых местными исполнительными органами в общественных местах.

Актуальность рассматриваемого наказания заключается в том, что общественные работы как вид наказания, при котором человек имеет возможность искупить свою вину перед обществом, государством своим трудом, не теряя при этом работы, привычной обстановки, семьи и т.д. В отличие от исправительных работ, осужденный к общественным работам отбывает наказание, т.е. трудится, в свободное от работы или учебы время.

Ключевые слова: наказание в виде привлечения к общественным работам.

PECULIARITIES OF PENALTIES IMPLEMENTATION IN TYPE OF ATTRACTION TO PUBLIC WORK ON THE LEGISLATION OF FOREIGN COUNTRIES AND THE REPUBLIC OF KAZAKHSTAN

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In this paper, the essence and purpose of punishment in the form of involvement in public works, the procedure and conditions for the execution of punishment in the form of involvement in public works, as well as raise the problems of execution of this type of punishment.

Public works are one of the newest inventions in the system of alternative punishments and other measures of criminally-legal coercion. In the Republic of Kazakhstan, public works are a fairly new type of punishment, not known to the former national criminal law until 1998.

Attraction to public works, according to part 1 of Article 42 of the Criminal Code of the Republic of Kazakhstan (from 1998) consisted in the execution of free public benefit works for those convicted in their free work or study, the type of which (objects of work and their nature) are determined by local executive bodies or local self-government bodies in agreement with the penitentiary inspection, supervising execution of punishment

In the current criminal legislation (effective as of January 1, 2017) the type of punishment in question is provided for in art. 43 of the Criminal Code of RK "Attraction to public works". This type of punishment consists in the execution of convicts who do not require a certain qualification of free public benefit works, organized by local executive bodies in public places.

The actuality of the punishment in question is, that public works as a form of punishment, at which a person has the opportunity to atone for his own guilt before the society, state by their labor, without losing at the same time work, familiar surroundings, family, etc. Unlike correctional labor, a convicted person to public works is serving a sentence, i.e. work, in his spare time or study time.

keywords: punishment in the form of attraction to public works

Интеграция Казахстана в мировое сообщество, демократизация общества и совершенствование правовой системы Республики Казахстан обусловили необходимость гуманизации уголовной политики. Так, Указом Президента Республики Казахстан от 6 апреля 2007 года №310 была утверждена Программа Правительства Республики Казахстан на 2007-2009 годы, где в пункте 4.4.2. «Дальнейшее развитие уголовно-исполнительной системы», в которой Глава государства ставит перед Правительством цель повышение эффективности мер уголовно-правового воздействия, не связанных с изоляцией осужденных от общества.

Особую важность среди наказаний, не связанных с лишением свободы, представляет наказание в виде привлечения к общественным работам, которое в Казахстане впервые было предусмотрено Уголовным кодексом, вступившим в действие с 1 января 1998 года.

В действующем уголовном законодательстве (действие с 1 января 2017 года) рассматриваемый вид наказания предусмотрен ст. 43 УК РК «Привлечение к общественным работам». Данный вид наказания состоит в выполнении осужденным не требующих определенной квалификации бесплатных общественно полезных работ, организуемых местными исполнительными органами в общественных местах.

Актуальность рассматриваемого наказания заключается в том, что общественные работы как вид наказания, при котором человек имеет возможность искупить свою вину перед обществом, государством своим трудом, не теряя при этом работы, привычной обстановки, семьи и т.д. В отличие от исправительных работ, осужденный к общественным работам отбывает наказание, т.е. трудится, в свободное от работы или учебы время.

В мировой практике приказы об общественно-полезных работах были введены во Франции законом в 1983 году, в Германии с 1975 года появилась возможность вынесения решения об отсрочке исполнения приговора на два года, при условии выполнения правонарушителем общественно полезных работ. В Португалии общественно полезные работы предусматриваются в уголовном кодексе как замена наказаний до трех месяцев заключения. [1, с. 41]

Общественные работы являются одним из новейших изобретений в системе альтернативных наказаний и иных мер уголовно-правового принуждения. Впервые это наказание было введено в Уголовный кодекс Швейцарии в 1971 г. и применялось только в отношении несовершеннолетних правонарушителей в возрасте от 7 до 18 лет. Впоследствии общественные работы в Швейцарии стали назначаться в качестве основного наказания несовершеннолетним, а как дополнительное – взрослым в некоторых кантонах (районах) страны. Таким образом, Швейцария стала первым западноевропейским государством, признавшим общественные работы в качестве основного вида наказания [1, с. 43].

Типичным примером этого вида наказания являются общественно-полезные работы, которые были введены в Британии (Англии и Уэльсе) в конце 70-х годов XX века. Благодаря новым законодательным положениям, судья получил право по своему усмотрению назначать общественно-полезные работы в качестве самостоятельного наказания при условии, что правонарушитель совершил уголовно-наказуемое деяние, за которое он был бы приговорен к сроку тюремного заключения, а также при соблюдении следующих условий:

- правонарушитель достиг возраста 16 лет;

- правонарушитель проживает в районе, где существуют реальные возможности выполнить общественно-полезные работы (под надзором сотрудника службы пробации, который должен контролировать выполнение назначенных работ; при этом суд ставится в известность о характере таких работ и пр.);

- судья получает от сотрудника службы пробации отчет о том, в состоянии ли правонарушитель, с учетом его личности и характера, выполнить общественно-полезные работы;

- правонарушитель соглашается на такую меру наказания.

Правонарушитель выполняет общественно-полезные работы в свободное время и бесплатно. Работы должны быть завершены в течение 12 месяцев с даты, вынесения приговора. Если работы не выполнены на должном уровне и с надлежащим качеством, судья может наложить дополнительные санкции на правонарушителя за невыполнение условий назначенного наказания. Конкретный вид и ход выполнения общественно-полезных работ, назначенных судьей, устанавливаются сотрудником службы пробации. Он составляет рабочий план (график, место и др.) для правонарушителя, следит за ходом его выполнения и организует необходимые для этого условия. Аналогичные схемы общественно-полезных работ предусмотрены, с некоторыми модификациями, в уголовных кодексах многих стран. Как показывает зарубежный опыт, преимущества альтернативных санкций в виде общественно-полезных работ состоят в следующем:

- они позволяют высвободить места в тюрьмах для более серьезных преступников;

- они позволяют снизить затраты на исполнение наказания (несмотря на то, что налогоплательщики расплачиваются за организацию таких работ и осуществление надзора за их выполнением);

- общественность играет более активную роль в процессе перевоспитания и реинтеграции правонарушителя;

- усиливается общественный интерес к методам исправления правонарушителей;

- у общественности формируется чувство ответственности за уголовное правосудие [2, с. 150-151]

Бесплатные общественные работы назначаются в зарубежных странах, как правило, за уголовно наказуемые деяния, не представляющие значительной социальной опасности, они исполняются осужденным без отрыва от основной работы или учебы. По тому же пути пошел и казахстанский законодатель [3].

В Республике Казахстан общественные работы являются новым видом наказания, не известным прежнему национальному уголовному законодательству. Привлечение к общественным работам, согласно ч.1 ст.42 УК РК (от 1998 года) состояло в выполнении осужденным в свободное от основной работы или учебы время бесплатных общественно полезных работ, вид которых (объекты работ и их характер) определяются местными исполнительными органами или органами местного самоуправления по согласованию с уголовно-исполнительной инспекцией, контролирующей исполнение наказания [4]. В действующем уголовном законодательстве (действие с 1 января 2017 года) рассматриваемый вид наказания предусмотрен ч. 1 ст. 43 УК РК «Привлечение к общественным работам». Данный вид наказания состоит в выполнении осужденным не требующих определенной квалификации бесплатных общественно полезных работ, организуемых местными исполнительными органами в общественных местах.

Следует отметить, что данный вид наказаний, предусмотренный в национальном уголовном законодательстве, не противоречит международным стандартам по вопросам исполнения наказаний, не связанных с лишением свободы - Минимальным Стандартным Правилам ООН в отношении мер, не связанных с тюремным заключением (Токийские правила), которые были утверждены на VIII Конгрессе ООН по предупреждению преступности в 1990 году, подготовленные Институтом Азии и Дальнего Востока (г. Токио)**.**

В этом стандарте изложена ключевая идея, в соответствии с которой необходимо рассматривать возможность применения к правонарушителям санкций, связанных с пребыванием в обществе, в том числе привлечения к общественным работам.

Характерные особенности общественных работ - ограничения конституционных прав граждан на свободный выбор вида труда и его добровольность, на вознаграждение за труд и на отдых, введенные законами Республики Казахстан, не противоречат Конституции Республики Казахстан и поэтому не требуют изменений трудового законодательства. Карательное содержание рассматриваемого наказания определяется ст. 43 УК РК, где прослеживается значительное сходство с исправительными работами - обязательность труда, исполнение одним и тем же органом, назначение только как основного наказания [5].

Общественные работы представляют собой позитивный способ заставить осужденного компенсировать ущерб, нанесенный преступлением, и могут способствовать становлению его личности.

Цель общественных работ заключается в реинтеграции правонарушителя в обществе посредством:

- принуждения к дисциплине, связанной с продуктивным и требующим усилий бесплатным трудом;
- обеспечения того, чтобы такая работа стала компенсацией для общества, возмещала ущерб, нанесенный правонарушением;
- наказания правонарушителя принуждением его к выполнению бесплатных работ, соблюдению дисциплины в форме отчетности за выполнение работы и лишением свободного времени.

Этот вид наказания на первый взгляд выглядят очень мягким. Как и любое наказание, общественные работы связаны с определенными правоограничениями для осужденного, в частности, он обязан строго следовать предварительно составленному плану отбывания наказания, не совершать противоправных действий, поскольку это может повлечь конкретные правовые последствия – лишения свободы. Кроме того, свободное время осужденного ограничено. Он должен поддерживать постоянный контакт с сотрудником уголовно-исполнительной инспекции, осуществляющим контроль за его поведением и выполнением предписанной общественно полезной работы.

Осужденные выполняют различного рода общественные задания: уборка и оформление парков, садов, скверов, улиц, посадка деревьев; покраска и ремонт заборов; разбивка садов и цветников; оформление общественных зданий и другие.

Характерно, что некоторые осужденные по завершению срока наказания продолжают заниматься такого рода общественной деятельностью, что свидетельствует о правильности выбора меры наказания и эффективности оказанного на них воспитательного воздействия. В успешной организации исполнения общественных работ большую роль играют органы местного самоуправления, которые составляют перечень работ, подлежащих выполнению.

Общественные работы устанавливаются на срок от шестидесяти до трехсот часов и отбываются не свыше четырех часов в день с освобождением осужденного на время их отбывания от выполнения трудовых обязанностей по месту основной работы либо в свободное от учебы время, а если осужденный не имеет постоянного места работы и не занят на учебе - до восьми часов в день, но не более сорока часов в неделю. В случае уклонения от общественных работ они заменяются арестом из расчета сутки ареста за четыре часа общественных работ с учетом положений статьи 45 действующего уголовного кодекса. (ч. 2 ст.43 УК Республики Казахстан).

По действующему уголовному законодательству Республики Казахстан (ч.ч. 1; 3 ст. 40 УК) общественные работы назначаются судом только качестве основного наказания.

В ч.3 ст. 43 УК РК четко ограничен круг лиц, к которым не применяются наказания в виде общественных работ: беременным женщинам, женщинам, имеющим малолетних детей в возрасте до трех лет, мужчинам, воспитывающим в одиночку малолетних детей в возрасте до трех лет, женщинам в возрасте пятидесяти восьми и свыше лет, мужчинам в возрасте шестидесяти трех и свыше лет, инвалидам первой или второй группы, военнослужащим. Если обстоятельства, препятствующие отбыванию наказания возникли в процессе исполнения приговора, например, установлена инвалидность осужденного, беременность женщины или достижение осужденным возраста, при котором общественные работы не могут применяться, по представлению уголовно-исполнительной инспекции, либо по заявлению самих осужденных, это наказание может быть заменено более мягким, либо лицо может быть освобождено от его отбывания или может быть представлена отсрочка отбывания наказания.

В части 1 ст.81 УК РК общественные работы, входят в перечень видов наказаний назначаемых несовершеннолетнему. Привлечение к общественным работам, назначаемые несовершеннолетнему лицу, совершившему преступление, состоят в выполнении им бесплатных общественно полезных работ, посильных для несовершеннолетнего, в свободное от учебы или основной работы время. Общественные работы назначаются им в пределах от сорока до ста пятидесяти часов. Отбывание наказания определяется в зависимости от возраста осужденного: для лиц в возрасте до шестнадцати лет оно не может превышать двух часов в день: для лиц старше шестнадцати до восемнадцати лет - 3-х часов в день (ч.5 ст.81 УК РК).

Так же необходимо отметить, что согласно действующего уголовно-исполнительного законодательства РК (Глава 12 УИК РК) ст. 57 часть 2. наказание в виде привлечения к общественным работам обращается к исполнению не позднее десятидневного срока со дня поступления в службу пробации распоряжения суда с копией приговора суда, вступившего в законную силу. В связи с принятием нового уголовно-исполнительного кодекса РК, министерством внутренних дел РК издан приказ от 2.06.2017 № 386 «Об утверждении Правил организации выполнения общественных работ лицами, осужденными к данному виду наказания», где отмечается, что в соответствии с подпунктами 12-10 пункта 1 ст. 35 Закона РК «О местном государственном управлении и самоуправлении в РК» и определяют порядок организации привлечения акиматами района в городе, города районного значения, поселка, села, сельского округа (местные исполнительные органы) к выполнению общественных работ лиц, осужденных к данному виду наказания, в порядке определенном уполномоченным органом в сфере уголовно-исполнительной деятельности.

Контроль выполнения осужденными общественных работ осуществляется службой пробации по месту жительства осужденного.

Полномочия службы пробации при исполнении наказания в виде привлечения к общественным работам подробно описаны в ст. 61 УИК РК.

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INVESTIGATIVE VERSIONS

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Concept of the investigative version, its role in the investigation process is considered in the article. Today, the role and responsibility of law enforcement agencies designed to counteract criminality and significantly reduce its level. It's a complicated and multifactorial task. It is connected with the solution of a wide range of socio-political, economic problems and undoubtedly with the improvement of the quality of the investigation. One of the most important means of cognition ensuring the focus and effectiveness of the investigation is the investigative version. Due to the practical importance of nominating and verifying the versions in the activity of identifying and investigating crimes among private criminalistic theories, the doctrine of the version began to formalize one of the first. During the investigation of a criminal case, versions are put forward not one by one, but always in the form of a set of interrelated versions, which is a versioning system. The versioning system requires the development of special tools that enable to advance versions, establish logical connections between them and ensure simultaneous verification of all versions included in the versioning system. This task cannot be solved only with the help of simple methods, such as analysis and synthesis, abstraction, induction and deduction. It is required to apply more complex methods of rational cognition, in particular - the hypothetic-deductive method.

Key words: investigative version, hypothetical-deductive method, method.

СЛЕДСТВЕННЫЕ ВЕРСИИ

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В статье рассматривается понятие следственной версии, его роль в проведении расследовании. На сегодняшний день высока роль и ответственность правоохранительных органов, призванных противостоять преступности и существенно снизить ее уровень. Это сложнейшая и многофакторная задача. Она связана с решением обширного комплекса социально-политических, экономических проблем и несомненно с повышением качества расследования. Одним из важнейших средств познания обеспечивающих целенаправленность, результативность и эффективность расследования является следственная версия.В силу практической значимости выдвижения и проверки версий в деятельности по выявлению и расследованию преступлений среди частных криминалистических теорий, учение о версии стало оформляться одной из первых.В ходе расследования уголовного дела версии выдвигаются не по одной, а всегда в виде совокупности взаимосвязанных между собой версий, представляющей собой версионную систему. Версионная система требует разработки специальных средств, позволяющих выдвигать версии, устанавливать логические связи между ними и обеспечивать одновременную проверку всех, входящих в версионную систему версий. Данная задача не может быть решена лишь с помощью простых методов, таких как, анализ и синтез, абстрагирование, индукция и дедукция. Требуется применять более сложные методы рационального познания, в частности - гипотезно-дедуктивный метод.

Ключевые слова: следственная версия, гипотезно-дедуктивный метод, метод.

ТЕРГЕУ НҰСҚАЛАРЫ

Тастанов А.М. - Заң ғылымдарының магистірі, А. Байтұрсынов атындағы Қостанай мемлекеттік университетінің қылмыстық құқық және процесс кафедрасының оқытушысы.

Мақалада тергеу нұсқасының түсініктемесі және оның тергеудегі рөлі қарастырылады. Бүгінгі таңда құқық қорғау органдарының қылмысқа қарсы тұруға және оның деңгейін айтарлықтай төмендетуде, олардың рөлі мен жауапкершілігі жоғары. Бұл күрделі және көпфункционалды міндет. Бұл әлеуметтік-саяси, экономикалық және тергеу сапасын жақсартуына байланысты екені сөзсіз.Мақсатты бағытталуын, істі жүргізідің нәтижесі мен тиімділігін танудың маңызды құралының бірі, тергеу нұсқасы болып табылады. Қызмет нұсқасын анықтау және ілгерілетудің практикалық маңыздылығының күшіне енуіне байланысты, жеке криминалдар арасында қылмысты тергеу мен анықтау барысында теорияны оқу нұсқасы біріншілердің қатарында рәсімделетін болды. Қылмыстық істі тергеу барысында нұсқалар бір-бірден емес, әрдайым нұсқалық жүйе болып табылатын өзара байланысты нұсқалардың жиынтығы түрінде ұсынылады. Нұсқалау жүйесі нұсқаның алға жылжуына, олардың арасындағы логикалық байланыстарды орнатуға және нұсқалық жүйеге еңгізілген барлық нұсқаларды бір уақытта тексеруді қамтамасыз етуге мүмкіндік беретін арнайы құралдарды әзірлеуді талап етеді. Бұл міндет талдау мен синтездеу, абстракция, индукция және дидукция секілді тек қарапайым әдістердің көмегімен шешілмейді. Ұтымды танымның күрделі әдістерін қолдануды қажет етеді, атап айтқанда, гипотетикалық-дедуктивті әдіс.

Түйінді сөздер: тергеу нұсқасы, гипотетикалық-дедуктивті әдіс, әдіс.

Investigative versions are the investigator's assumptions about the causes and circumstances of the event under investigation based on facts and to be verified. The investigator proceeds to the investigation due to the fact that a certain event occurred that served as the basis for initiating a criminal case [1, p.334].

The investigator proceeds to the investigation due to the fact that a certain event occurred, which served as the basis for initiating a criminal case. In one case, a brutal murder was committed, in another the burglary was committed, in the third - a fire occurred. The task of the investigator is to uncover the crime, i.e. fully, completely and objectively to reveal all the important circumstances of such an event. The circle of these circumstances is determined by law. The Criminal Procedure Code of the Republic of Kazakhstan specifies the circumstances that are to be determined in the criminal case. They reflect the essence of the crime committed and therefore are subject to proof. The most important way to find out and determine the circumstances is to build and test the investigation versions.

In order to study the essence of the investigative version, first of all, it is necessary to know that one can speak about versions when, at a certain, usually initial stage of the preliminary investigation, various explanations, explanations of certain facts, events, actions are possible. If the house burnt down, then the investigator who is at the scene of the incident does not need to build and check the version of whether there was a fire or not, etc. But in these cases, the subject of investigative versions may be other circumstances that relate to the same event, for example, the causes of the fire, the time of its occurrence, etc. In all cases, when different explanations of the crime or its separate significant circumstances are possible, the investigator must construct all versions for which there are factual grounds and to verify them all.

The investigative version should have sufficient certain properties inherent in all tactical methods of investigative tactics, namely:

a) tohave a scientific character;
b) tohave a structural affiliation with the system of receptions;
c) tohave a recommendatory nature, the possibility of its application or non-use, as well as choice;
d) tohave a legality;
e) comply with ethical standards;
e) tobe directed to the implementation of the norms of the criminal procedure law;
g) promote the use of scientific and technical means.

In criminalistics, there are various definitions of investigative versions. The version in the judicial investigation is one of the possible assumptions that explain the origin or signs of the individual circumstances of the crime or the events of the crime as a whole.

It is not necessary to include in the category of investigative versions the simple assumptions of the investigator for solving a simple matter, for example, clarifying a particular circumstance that can be verified by direct practical action.

Assumptions can be in many people and have a different interpretation, so the assumption comes from the investigator and this must be indicated in the definition. For example, the victim puts forward his own version about the event of a crime, the accused cannot plead guilty and express his opinion on the events of the crime, the perpetrators, etc. Such assumptions by themselves will not be considered as investigative versions, and they become them only if the investigator builds an appropriate version, if there are grounds for doing so.

In the process of investigation, versions perform several functions defined by their essence as a form of thinking. First of all, the versions are a means of explaining the facts, the facts in the version are presented in the form of an assumption - probable knowledge, but the purpose of the investigation is reliable knowledge. Versions serve as a means of transition from probable knowledge to a reliable conclusion.

Having information about the events that have occurred, the investigator puts forward his own assumption, a version using which as a method of cognition he directs him to search for evidence.

Due to many causal links and the inability to give a correct explanation to the phenomena containing the signs of a crime, the investigator constructs several versions that differently determine the event. Multiplicity of versions is an important methodological factor of the investigation, ensuring its completeness, objectivity, comprehensiveness, simultaneous search for evidence in different directions, which allows resolving contradictions between individual evidence, thoroughly investigate their content.

The legislator, while constructing the composition of crimes, relies on the experience of judicial and investigative practice, but abstracts from specific cases. With the help of the version, the investigator expresses his attitude to real facts, evaluates them, explains the elements forming the crime, establishes a link between them, reveals it and establishes the legal nature of the facts.

The need to justify the versions with actual data, i.e. available information from various sources, this goes without saying, because the version is a logical inductive reasoning and should be built only on actual factual data, in a specific situation it should be a reasonably acceptable assumption.

Accordingly, for the investigation version, the grounds can be:
a) evidence (evidence obtained legally)
b) data obtained through operational search operations;
c) information obtained from random sources (anonymous messages, data obtained from unidentified sources).

The use of data obtained through operational-search operations is not a violation of the law for the construction of investigative versions because the version does not constitute a legal decision in the case and does not affect anyone's interests. If in connection with the version it becomes necessary to carry out any investigative action concerning the interests of persons (search, etc.), then the decision on this is of an independent nature.

At one time, the view was expressed that it is unacceptable to use the information obtained in a non-procedural way to build versions, because this is a violation of the law, but this opinion was immediately rejected, since the use of information obtained by procedural means does not represent such a danger, but still deprives the investigator of creative initiative and would lead to an unjustified narrowing of the disclosure of crimes. No doubt, it is not worthwhile to rely on such information, but in a number of cases this information contains reliable data and the versions built on them help to quickly reveal the crime.

The basis for constructing investigative versions can be in relatively rare cases and deductive reasoning - analogy - "as a deduction from the similarity of two objects in one part of their attributes to the likely similarity of them in another part of the characteristics, when these other features have already been found in the first subject, but still it is not known whether they will be in another subject."

Inference by analogy has a low degree of probability, because similarity in one part of the characteristics can be accidental and this does not mean a mandatory similarity in the other part of the characteristics.

In investigative practice, conclusions by analogy are made mainly based on the observed frequency of phenomena and, the more frequent such a repeatability, the more convincing the conclusion is by analogy. But under all conditions, we must not forget that it is only a guess.

In this case, the investigator argues as follows: if in this case there are some signs that coincide with the signs of cases known to him from his own practice or from so-called generalized practice, then it is possible that the case in question is on the whole the same as previously observed[2, c.279].

It is known from investigative practice that sometimes a financially responsible person, in order to conceal the traces of the theft committed by him, sets fire to the storehouse where his accountable goods and other property are stored, in the expectation that the fire will destroy all documentation and this will make it possible to write off the shortage. Hence, if a fire arises in the storehouse of the accountable goods and documentation, it is possible to put forward by analogy the version that it arose as a result of arson of the storage by the materially responsible person (this is in case when there is no reliable data on the cause of the fire). The probability of this version will increase significantly if it turns out that the materially responsible person previously had shortages, and the fire occurred not long before the audit report, etc.

When an investigator builds versions by analogy, this does not mean that they are constructed in the absence of actual data. Such data is always available, but, perhaps, insufficient for the construction of these versions, for example, in cases of fire, the ambiguity of its cause, etc.

Some scientists deny the possibility of constructing versions based on intuition. At the same time they proceed from the understanding of intuition as emotion and refer it to the field of bare fantasy, which, if taken as a basis for constructing investigative versions, can lead to violations of the rule of law.

But intuition, if it is understood correctly, is not a bare fantasy. The property of intuition is that it conceals the course of thought and produces only a result in the form of a guess, but if we investigate its occurrence, it turns out that this is the fruit of great experience, logical thinking, deep knowledge of life.

In the course of the investigation, the investigator "has a dynamic model of crime", he, as it were, mentally traces the entire sequence of the criminal's actions and the behavior of the victim. Solving problems for which even the search field is not known is often associated with the investigator's lively process of thinking. Investigative practice shows that the knowledge of logic is not enough, in a number of cases it is necessary to guess, guess, think, etc.

The decision of the general and particular directions of organization of the solution of mental problems lies at the heart of the investigator's work. Thought problems solved by the investigator can be attributed to two types: the first include the so-called ideal mental problems, to the second real thinking tasks. Ideal cogitative tasks, in the first place, are investigative versions: general and private. They are associated with such thinking constructs that are aimed at finding explanations for the criminal act that has occurred and they do not carry an organizational element in themselves. Their inherent trait, they are directed to the past, arise after the events and are decided on the basis of the circumstances of this event. Ideal cogitative tasks are directly related to real cogitative tasks connected with the verification of the proposed version through the organization of investigative and operational-search activities. Organizational or real, mental tasks, as a result of their decision, confirm or refute the ideal mental task, and they are also the basis for the birth of a new and a private version.

Let’s consider the classification. Classification of versions makes it easier to determine the subject and limits of proof for each case, identifying sources of evidence, studying them, establishing the relevance and admissibility of evidence.

In criminalistics, investigative versions are classified according to their direction to the knowledge of specific objects and their volume. First of all, there are investigative versions of the crime event as a whole - general versions. All other investigative versions of the majority of forensic experts are divided into two groups:

a) private investigative versions - to clarify the individual circumstances of the case and the working versions - to clarify the circumstances that are predominantly organizational and investigative. For example, the location of documents, instruments of committing a crime and other material evidence.

b) investigative versions on the sides of the crime (the object, the objective side, the subjective side and the subject of the crime) in order to clarify the relevant circumstances of the case. About which object is infringed, who committed the crime, when, where, in what way, for what purpose, etc. And private versions for clarifying small circumstances, which in criminal and criminal procedural relations do not matter, but play a role in proving a specific circumstance (for example, the distance from which the shot was fired).

The division of the investigative versions into general, side by side crimes and private ones is convenient for what seems to be more correct, with the real content of the assumptions, and in that when forming a certain range of versions with the expectation of their full volume, consistently and purposefully embrace all the issues of the subject of proof [3, p.10].

Nomination of versions (hypotheses) is considered as follows: the logical basis for constructing a hypothesis should be a careful tracking of the relationships of objects, their sides, properties, attributes, and the allocation in each relationship of the relationship of the link of two mutually interrelated as cause and effect. Logic does not investigate the properties of material objects, that is, what in the theory of criminology refers to ontology. Logic explores thinking. Logic studies thinking as a means of cognition; its subjects are laws and forms, receptions and operations of thinking, through which a person learns the world around him. Consequently, logical relations are relations between thoughts, and the relationships between material objects, for example, cause and effect, do not constitute an object of logic.

At the initial stage of the investigation, the ontological link is not known, it needs to be established. If traces of a crime are found, the mechanism for committing a crime is established and the offender is known, that is, the entire ontological picture of the crime is clear and proven, then there is no point in nominating versions. Versions are used as a means of cognition when ontological connections are not known. Unknown relations between material objects are modeled by means of connections between thoughts. Therefore, the connection between thoughts is: a) a means of cognition, b) has a logical nature, that is, it does not coincide with the content of natural-scientific relations.

The use of the laws of logic begins from the moment of verification of versions. This reduces the scope of logic. And the role of logic in verifying the versions is to deduce the consequences from the version being tested. Thus, the use of syllogistics is proposed, that is, one of the forms of thinking-conclusions. The conclusions obtained by inference are subject to practical verification.

With more versions in the versioning system, two types of relationships should be distinguished. First, the incompatibility of versions. For example, such common versions as murder, suicide, accident are a system of incompatible versions. Only one of them for this criminal case is true, the rest are false.

Secondly, the versions can be related inductively or deductively. For example, the version of the murder involves the promotion of a number of private versions of a possible way of committing a crime and private versions due to death. The discovery of a corpse hanging in a loop is a fact - the basis for the nomination of two basic common versions is murder or suicide. The verification of these versions, by virtue of their general nature, can't be reduced to the direct detection of facts confirming or refuting them. Verification of versions of a general nature includes the stage of the promotion of particular and specific versions, which logically, that is, deductively, flow from the versions under test. Specific versions that determine the features of the examination and the sequence of production of the dynamic phase of the examination of the corpse are the version of the existence of a strangulation furrow on the corpse, the ability to fix the rope itself at a certain height, etc. Advanced specific versions enable to purposefully collect facts.

The collected facts directly confirm only specific and particular versions. The general version of the cause of death is confirmed by deductive connection with private versions. The counter-version of suicide is also refuted in a logical way. As a result of the analysis, we can conclude that the basis for the mechanism for nominating and verifying the versions is not a separate version, but a hypothetical-deductive version system. In connection with this, the task of the task is to study the hypothetical-deductive method in more detail[4, p.124].

Hypothesis-deductive method is a method of reasoning, based on the deduction of conclusions from hypotheses and other premises, the true meaning of which is unknown. Since in deductive reasoning the truth value is transferred to the conclusion, and in this case the assumptions are hypotheses, then the conclusion of the hypothetic-deductive method has only a probabilistic character.

From the logical point of view, the hypothetic-deductive system is a hierarchy of hypotheses, the degree of abstraction and generality of which increases with distance from the empirical basis. At the very top are hypotheses that have the most general character and therefore possess the greatest logical force. From these the hypotheses of a lower level are derived. At the lowest level of the system are hypotheses that can be compared with empirical reality.

From a methodological point of view, the hypothetical-deductive method makes it possible to investigate the structure and interrelation not only between hypotheses of different levels, but also the nature of their confirmation by empirical data (that is, data obtained by empirical analysis, by way of search, etc. (not theoretically). Due to the logical connection between the hypotheses of the hypothetic-deductive system, the confirmation of one of them will indirectly testify to the confirmation of other hypotheses connected logically with it.This explains the desire to unite hypotheses within hypothetical-deductive systems.

In the process of scientific research, the most difficult task is to put forward hypotheses, which serve as a basis for all further conclusions. The hypothetic-deductive method plays an auxiliary role in this process, because it does not put forward new hypotheses, but only checks the consequences that follow from them, which thereby control the research process.

It should be emphasized a number of important for versioning method provisions. Firstly, it should be noted that, judging by the literature available to us, criminology does not know the very existence of the hypothetic-deductive method. The hypothetic-deductive method is a general scientific method, serving to deduce conclusions from hypotheses in order to verify the latter.

The thesis that it is auxiliary, with respect to the formulation of hypotheses, by a method, from our point of view is controversial. The fact is that the knowledge of the ultimate goal of nominating versions - which is the formation of a versioning system - determines the purposefulness of the advancement of a separate version, when already at the time of nomination it is regarded as an integral part of an integrated system. In addition, the hypothesis-deductive method is of exceptional importance, since its task is to verify the truth of the hypotheses and to search for empirical facts that allow verifying the hypotheses put forward. Each of the criminologists describing the versioning method actually developed on the empirical level a method called hypothetical-deductive, not relying on the existing theory on this issue.

Secondly, it is necessary to distinguish two concepts: the hypothetical-deductive method and the hypothetical-deductive system. Their relationship is fairly obvious, and the difference is that the latter plays the role of describing the formal logical structure of theories. Depending on the complexity of the investigative situation, the forensic version can be not only a simple statement, but also a rather complex design that has as its general scientific analogue a theory. To study the logical structure of such a version, which in fact is a scientific theory, it is required to represent the latter in the form of a hypothetic-deductive system. Then the forensic version appears in the form of a versioning system that has several levels of hierarchy of hypotheses, distinguished by the degree of generality. At the very top of the versioning system are the most general hypotheses, which, through operations of division of concepts, generate hypotheses of a lesser degree of generality. At the very bottom of the versioning system are hypotheses that can be compared with empirical data.

Thus, the third provision is the need to use the method of graphs to describe the formal structure of the version system, represented as a hypothetic-deductive system.

Since all versions are put forward before they are checked, there is a possibility of parallel collection of information on both versions. If the versions arise during the investigation, and the promotion of new versions is dictated by the fact that the previously proposed version was not confirmed, then the investigation is delayed in time, which sometimes leads to the fact that the traces are irreversibly lost. Thus, the hypothetical-deductive method allows organizing parallel checking of version. This is its essential applied value.

Let’s consider the situation formulated by us with an example.

In the winter, early in the morning, a young woman approached the police with a statement that two hours earlier she had found a father hanging in the attic of their house. An investigator of the prosecutor's office who went to the scene of the incident, learned from the complainant that her father was in conflict with his family, abused alcohol and repeatedly threatened that he would commit suicide. Before the examination, which was held with the participation of a forensic expert, the victim's wife gave the investigator a note written by the victim as a farewell letter. Having read the note, the investigator proceeded to manufacture the inspection. During the inspection, the investigator drew attention to a number of negative circumstances that contradict the version of suicide. Such circumstances were: a) lack of shoes on the victim's legs and white socks, on which there were no traces of attic dust; b) traces of drawing, having the character of two tracks, which, in the opinion of the investigator, could be left by the feet of the victim; c) traces on the neck in the form of a strangulation furrow, which, according to the forensic expert, was posthumous. The revealed inconsistencies, which contradict the earlier version of suicide, led to its refutation and the birth of a new version - the version of the staged suicide, concealing a murder committed in some other way. This new version entailed the production of such investigative actions, which were aimed at finding evidence of murder. These included: the examination of the mother and daughter in order to find traces of the struggle, which were found on their hands and on the neck of the daughter in the form of grazes and bruises having a prescription of five to eight hours; a search at the applicants' apartment in order to find the murder weapon - an ax was found, on the shoe of which hair was identified, as it was subsequently found, belonging to the victim; a note was withdrawn, allegedly a suicide letter of the victim, it was carried out by the wife of the murdered person on his behalf.

This example is illustrative in that a typical error of the investigation is the absence of a stage of nominating versions. The advancement of even standard versions is carried out during the course of the investigation. We believe that the inclusion of the stage of the formation of a hypothetical-deductive system of versions would provide in this case the formation of a system of typical investigative versions: suicide or a dramatization hiding murder. Each of the versions would allow the investigation to be made - facts that confirmed or denied it. As a result, the versions would be checked in parallel, rather than sequentially [5, p.124].

We believe that the stage of the formation of a hypothetical-deductive version system can exclude "jumping" from one version to another when verifying them, to provide the possibility of parallel version checking.

The last feature that we want to emphasize is the hypothesis-deductive versioning system is that the versions in the totality of their probabilities have the significance of reliability. Considering the simplest version system, consisting of version and counter-version, it can be said that since version and counter-version represent prospective events, from which only one can come, but in this case there comes not just another event, but only one of the two mentioned, then there is their combination is a valid event. The advancement of all versions without exception allows ensuring the reliability of the event, which describes the version system.

The experience of the history of the development of fingerprinting, as a private forensic theory, can help to more accurately indicate the problems that arise during the development of the criminalistic theory of the version. It is the deductively-built version system that should be the main tool for beginning version checking, because otherwise it is impossible to cover the entire multitude of situations that represent the variants of the event under investigation.

Let’s note once again that the applied value of the hypothetical-deductive method of forming a version system is that it allows the theoretical principle of parallel verification of versions known in criminalistics to be realized. The essence of the proposal is that it is necessary to consider not the version of a pair of relations, which refutes its fact, but the relationship between, on the one hand, a system of facts-effects, and, on the other hand, a hypotheodically deductive versioning system. Then each of the fact-consequences logically turns out to be connected with all versions included in the versioning system. The establishment of any fact-effect allows us to reassess the probabilities of the hypotheses that make up the versioning system. Thus, the principle of parallel checking of version is implemented.

Hypothesis-deductive method enables to theoretically substantiate the principle of parallel verification of versions advanced in a criminal case. This expresses the criminalistic value of the hypothetic-deductive method, which enables to include it in the system of basic principles of the criminalistic theory of the version.

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THE MAIN PROBLEMS OF MOTIVATING STATE WORKERS

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In this article by the author the main problems of motivating civil servants are considered. The way to effective management of a person is through understanding his motivation. Only knowing what drives a person, what motivates him to work, what motivations are the basis of his actions, one can try to develop an effective system of forms and methods of human management. For this, it is necessary to know how these or those motives arise or are caused, how and by what means the motives can be put into action.

The basis of any modern organization is certainly people, because it is people who ensure the effective use of any kinds of resources available to the organization and determine its economic indicators and competitiveness. The management of the organization can develop excellent plans and strategies, find the best structures and create effective systems for transferring and processing information, install the most *advanced equipment in the organization and use the latest technologies. However, all this will be brought to naught if the members of the organization do not work properly, if they do not cope with their duties, do not behave in the collective in an appropriate way, strive to help their organization achieve its goals and fulfill its mission.*

Key words: motivation, state worker, stimulation, public service.

ОСНОВНЫЕ ПРОБЛЕМЫ МОТИВАЦИИ ГОСУДАРСТВЕННЫХ СЛУЖАЩИХ

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В статье автором рассмотрены основные проблемы мотивации государственных служащих.Путь к эффективному управлению человеком лежит через понимание его мотивации. Только зная то, что движет человеком, что побуждает его к деятельности, какие мотивы лежат в основе его действий, можно попытаться разработать эффективную систему форм и методов управления человеком. Для этого необходимо знать, как возникают или вызываются те или иные мотивы, как и какими способами мотивы могут быть приведены в действие.

Основой любой современной организации, безусловно, являются люди, поскольку именно люди обеспечивают эффективное использование любых видов ресурсов, имеющихся в распоряжении организации, и определяют ее экономические показатели и конкурентоспособность. Руководство организации может разработать прекрасные планы и стратегии, найти оптимальные структуры и создать эффективные системы передачи и обработки информации, установить в организации самое современное оборудование и использовать самые современные технологии. Однако все это будет сведено на нет, если члены организации не будут работать должным образом, если они не будут справляться со своими обязанностями, не будут вести себя в коллективе соответствующим образом, стремиться своим трудом способствовать достижению организацией ее целей и выполнения ею своей миссии.

Ключевые слова: мотивация, государственный служащий, стимулирование, государственная служба.

МЕМЛЕКЕТТІК ҚЫЗМЕТКЕРЛЕРДІ ЫНТАЛАНДЫРУДЫҢ НЕГІЗГІ МӘСЕЛЕЛЕРІ

Тастанов А.М. - Заң ғылымдарының магистрі, А. Байтұрсынов атындағы Қостанай мемлекеттік университетінің қылмыстық құқық және процесс кафедрасының оқытушысы.

Мақала авторы мемлекеттік қызметкерлерді ынталандырудың негізгі мәселелерінқарастырды. Адамды тиімді басқарудың жолы, оның мотивациясын түсіну. Адамның жігерлігін, қызметке деген ынтасын, іс-әрекетінің негізінде қандай себептер жатқандығын біле отырып, адамды басқарудың тиімді жүйесінің түрлері мен әдістерін білуге тырасады. Мұны жасау үшін белгілі немесе басқа себептердің қайдан туындайтының, қалай шығатының, себептердің қалай және қандай тәсілдермен іс-әрекетке әкелетіндігін білу қажет. Кез келген заманауи ұйымның негізі – бұл, әрине, адамдар, өйткені бұл ұйымға қол жетімді ресурстардың барлығын тиімді пайдалануды қамтамасыз етеді және олардың экономикалық көрсеткіштері мен бәсекеге қабілеттілігін анықтайды. Ұйым басшылығы тамаша жоспарлар мен стратегияларды әзірлей алады, ең жақсы құрылымдарды табып, ақпараттарды беру және өңдеуге арналған тиімді жүйелерді құрады, ұйымда ең заманауи жабдықтарды орнатуға және заманауи технологияларды пайдалана біледі. Алайда, егер ұйым мүшелері ұжымда тиісті түрде жұмыс жасамаса, егер өздерінің міндеттерін орындамаса, ұжымда өздерін дұрыс ұстай алмаса, өз еңбектерімен ұйымның жетістігіне ықпал етпесе және оның мақсаты мен миссиясын орындамаған жағдайда мұның барлығы мүлдем жойылады.

Түйінді сөздер: жігер (себеп),мемлекеттік қызметші, мемлекеттік қызмет.

The way to effective management of a person is through understanding his motivation. Only knowing what motivates a person, what motivates him to work, what motivations are the basis of his actions, one can try to develop an effective system of forms and methods of human management. To do this, it is necessary to know how these or those motives arise or are caused, how and by what means the motives can be put into action.

Readiness and the desire of a person to do their work are some of the key factors in the success of the organization. Having a certain disposition, having desires and mood, proceeding from a certain system of values, following certain norms and rules of behavior, a person personifies each concrete work, and consequently, "humanizes" it, giving it a unique character. However, this does not mean that they cannot be effectively managed. On the contrary, if it is good to know and understand what motivates a person, what motivates him to act and what he aspires, doing certain work, one can, unlike compulsion demanding constant influence and control, build management of a person that he himself will strive for perform their work in the best way and most effectively in terms of achieving the organization's goals.

Motivation is a combination of internal and external driving forces that induce a person to work, set boundaries and forms of activity and give this activity a direction oriented towards the achievement of certain goals. The influence of motivation on human behavior depends on many factors, in many ways individually and can change under the influence of feedback from the side of human activity[1].

Motivation, in the organizational context, is the process by which the leader encourages other people to work to achieve organizational goals, thereby satisfying their personal desires and needs. Even if it seems that employees work only for the sake of achieving the overall goals of the organization, they still behave so because they are confident that this is the best way to achieve their goals. Workers are engaged in heavy physical labor, work extra hours, work hard, and all because they are confident that these negative aspects of their work are acceptable, given the reward they receive for themselves and for those who occupy an important place in their lives .

In other words, motivation is an art and the process of initiating and supporting certain motivations and interests of people, forcing them to act actively for a specific purpose. At the same time, the need and interests act as internal, and the goal - as an external aspect of motivation. Motivation characterizes an interested and effective attitude to the main activity, which includes needs, motives and expectations. It is an indispensable component of effective management, when the focus is on the employee, not the operation being performed.

Motivation is the process of motivating oneself and others to achieve the personal goals and goals of the organization. Motivation for work, therefore, is understood as reasons, arguments and basis for labor. It can also be said as: motivation is a position predisposing a person to act in a specific, purposeful way. This is an internal state that determines the behavior of a person.

There are two types of motivation: economic and non-economic. Economic motivation is carried out by means of influencing the state of material (economic) conditions of the worker's existence and realized through the system of payment for effective work, distribution of material benefits, etc.

Non-economic motivation is carried out with the use of moral, moral, ideal and disciplinary motives, based on the relevant values and norms. Personality values in working life.

There arealso positive and negative motivations. Positive motivation is the desire to succeed in its activities. It usually involves the manifestation of conscious activity and is connected in a certain way with the manifestation of positive emotions and feelings, for example, the approval of those with whom this person works.

To the negative motivation is everything that is associated with the use of condemnation, disapproval, which entails, as a rule, punishment not only in the material, but also in the psychological sense of the word. With negative motivation, a person tries to escape from failure. Fear of punishment usually leads to negative emotions and feelings. And the consequence of this is the reluctance to work in this field of activity.

Let’s consider the meaning of the basic concepts associated with motivation.

Needs are what arises and is inside a person, which is quite common for different people, but at the same time has a certain individual manifestation in every person. Finally, this is what a person seeks to be free from, for as long as the need exists, it makes itself felt and "requires" its elimination. People in different ways can try to eliminate needs, satisfy them, suppress or not respond to them. Needs can arise both consciously and unconsciously. However, not all needs are realized and consciously eliminated. If the need is not eliminated, this does not imply that it is eliminated forever. Most of the needs are periodically renewed, although they can change the form of their particular manifestation, as well as the degree of perseverance and influence on the person.

When a need is felt by a person, it awakens in him the state of aspiration to satisfy her (the impulse to action).

The motive is usually understood as an internal driving force, directed toward successful execution.

The motive is what causes certain actions of a person. The motive is "inside" a person, has a "personal" character, depends on many factors external and internal to the person, as well as on the actions of other motives that arise parallel to him. The motive not only induces a person to act, but also determines what needs to be done and how this action will be carried out. In particular, if the motive causes actions to eliminate the need, then for different people these actions can be completely different, even if they have the same need. Motives are recognizable. A person can influence his motives by muffling their action or even eliminating them from their motivational totality.

Let’s single out a number of groups of motives for labor, which in their totality represent a unified system. So, the motives of the content of labor, its public utility, the status motives associated with public recognition of the fruitfulness of labor activity, the motives for obtaining material goods and motives, oriented to a certain intensity of work, are characteristic.

Human behavior is usually determined not by one motive, but by their totality, in which the motives may be in a certain respect to each other in terms of their impact on human behavior. Therefore, the motivational structure of a person can be considered as the basis for carrying out certain actions. The motivational structure of a person has certain stability. However, it can change, in particular, consciously in the process of educating a person, his education.

Depending on what motivates, what tasks it solves, there are two main types of motivation. The first type is that by external influences on man certain motives are brought to action that induce a person to perform certain actions leading to the desired result for the motivating subject. With this type of motivation, it is necessary to know well what motives can induce a person to desired actions, and how to cause these motives. This type of motivation in many ways resembles the option of a bargain: "I give you what you want, and you give me what I want." If the two sides do not have points of interaction, then the process of motivation can't take place.

The second type of motivation is the formation of a certain motivational structure of a person. In this case, the main attention is drawn to developing and reinforcing the motives for human actions that are desirable for the subject of motivation, and vice versa, to weaken those motives that interfere with the effective management of a person. This type of motivation has the character of educational and educational work and is often not associated with any specific actions or results expected to be received from a person as a result of his activities. The second type of motivation requires much more effort, knowledge and ability to implement it. However, its results as a whole substantially exceed the results of the first type of motivation. Organizations that have mastered it and use it in their practice can manage their members much more successfully and efficiently.

The first and second types of motivation should not be contrasted, since in modern management practices, progressively managed organizations tend to combine both these types of motivation[2].

One and the same person cannot always have the same motivation. Life is constantly changing, but under the influence of it, the personality and the motivation associated with it change as a system of motivating forces. Proceeding from the knowledge of motivation, it is possible to determine why a leader chooses one or another tactic of behavior when solving a certain managerial task, consciously manifesting activity while striving to achieve the set goal.

Possible methods of motivation include:

1. Equitable monetary compensation

In order for the pay system to work effectively, it is necessary that it meets the following requirements: there must be a clearly defined relationship between reward and effort, the methods for assessing productivity should be generally recognized as fair and consistent.

2. Empowerment and responsibility (motivate through empowerment). For the correct implementation of this method, employees should be able to monitor the key processes of performing their duties in the context of an overall transparent structure of activities. This opportunity is based on obtaining information about the purpose and mission of the organization, its history and market; the objectives of the department / unit where the employee works; his job description, informal information about the organization (should correspond to information received in a formal way).

3. Awakening interest in the work. People like professionals want to have an interesting job and see the result of their efforts. Unequivocal means for measuring interest in the work does not exist, just as there is no simple and accessible solution to how to make the work interesting. Indicators can serve as polls, rotation and turnover of staff, indicators of absence, analysis of attestations, etc.

4. Possibility of personal growth. Interesting work remains so until a certain point, it is necessary to grow and develop, and, accordingly, new knowledge. Employees should be aware of the steps they need to take for career and professional growth, as well as the opportunity to gain new knowledge.

5. Formation of commitment / loyalty of the organization (commitment). By definition, "commitment" consists of three components:

- Awareness of the company's goals and values;
- desire to belong to an organization;
- the desire to make efforts for the benefit of the organization.

6. Forming the spirit of cooperation and corporate culture. The goal in this context will be to create a motivational climate, emphasize and promote the norms and values of the company.

Working in a team of like-minded people can wrap individual efforts in a tremendous success. Difficult tasks sometimes can only be carried out for collective execution.

In general, all forms of incentives can be combined into the following groups:

- Negative - displeasure, punishment, threat of job loss.
- Cash - wages, including all types of bonuses and allowances.
- Natural - buying or renting a home, providing a car.
- Moral - letters, presentation to awards, a board of honor, etc.
- Paternalism (caring for the employee) - additional social and organizational - working conditions, its content and organization.
- Attraction to copulation and participation in management.

In practical terms, motivation is considered from the point of view of the possibilities of managing human behavior. Taking into account the motivational features of behavior is of paramount importance for such issues as improving the effectiveness of managers, as well as entire organizations.

The more diverse needs a person satisfies through his work, the more diverse the benefits available to him, the lower the price, as compared to other activities, he will have to pay for it, the greater the role of labor in his life and, of course, the higher his labor activity. Consequently, any good that satisfies a person's key needs can act as a stimulus if their acquisition involves work.

The stimulation of labor implies the creation of such conditions of the economic mechanism in which active, effective labor activity, which gives certain fixed results, turns into a necessary condition for satisfying the important social needs of the worker and the formation of motives for labor[3].

The main problems of motivating civil servants at the present stage for almost all civil service systems in the world are:

Problems related to the professionalism of public service personnel. In our country, we can talk about the rather low professionalism of civil servants. According to the survey of heads of state bodies in 2017, only 68% of them are "satisfied" and "generally happy" with the quality of their subordinates' work. At the same time, only 51.3% of the civil servants themselves are satisfied with their own work, which leads to a high level of annual turnover (turnover) of 15.7%.

Such indicators became possible due to the lack of an effective system of selection of civil servants. This is due to the following points:

Low confidence in the competitive procedures (in the competition for the admission to the public service of 3.1 people per seat real contest only 2.1 people per seat) is largely due to the imperfection of the current competitive procedures and frequent subjectivism when taking office. At the same time, competitive testing measures only knowledge of legislation, and competitive procedures are often used as a mechanism for including the "right person" in the personnel reserve for further employment without competition.

As a result, the professionalism of civil servants, especially at the regional level, remains extremely low. Weak motivation leads to misunderstanding by state servants of their place and role in fulfilling the strategic functions of state bodies.

There is a situation when highly qualified specialists, including those with a western education (85% of the graduates of the Bolashakscholarship program) prefer a career in the private sector, rather than in the public service. This, in turn, leads to the fact that the choice of the civil service reserve in the system is not wide enough.

Therefore, it is necessary to develop measures for the professionalization of civil servants through the improvement of the selection system. It is necessary to introduce an assessment of civil servants on professional and personal competencies, as well as to develop a new testing model for admission to the civil service.

Another problem is the imperfection of the evaluation of the work of civil servants and the opaque career system. Only 24% of civil servants are satisfied with the opportunities for career growth. This leads to a decrease in the personal responsibility of each civil servant and does not stimulate the initiative. The appraisal procedure aimed at identifying the professional qualities of civil servants and matching their positions is quite often formal. In addition, in the absence of a flexible system for assessing the quality of work, the certification procedure can be used as a tool that allows managers to get rid of "unwanted" employees.

The evaluation procedure is not focused on the results of the work of civil servants and is weakly related to wages. Therefore, it is necessary to improve the system for evaluating civil servants and the introduction of personnel planning.

The development of civil service personnel remains an important problem.

There is a low interest of state bodies in training, intellectual growth, physical development of civil servants. Satisfaction with the opportunity to upgrade qualifications is only 39.2%. And according to the information of the Medical Center of the Presidential Affairs Department, on average, every civil servant loses 46.4 days a year due to illness, which is 3 times higher than the average republican figures. The main causes of morbidity are hypodynamia, an irregular working day, a high number of stresses. In addition, according to the results of a comprehensive preventive examination for 2017, 5.3% of health workers are healthy, 45.8% have disease risks, 48.9% have chronic diseases.

In this regard, it is necessary to work on improving the system of personnel development in the civil service, introducing new forms and methods of development of civil servants.

The problem is the insufficiently high attractiveness of the civil service. This is due to the following main problems:

- Low level of payment. Only 9.6% of civil servants are fully satisfied and 34.8% are partially satisfied with the size of official salaries;

- Insufficient social security. Only 10% of civil servants are satisfied with the level of their social security. There is a need to improve the housing conditions of civil servants. At the same time, the high cost of renting housing is almost not covered by the size of the salary;

- Violations of labor laws regarding civil servants (irregular working hours, unpaid work on weekends, illegal dismissals, etc.). The maintenance of legal protection of civil servants remains a serious problem, especially with regard to unjustified dismissals. Still, the heads of state bodies, especially those newly appointed, are forcing civil servants to vacate their posts "on their own". 62% of civil servants are not satisfied with working conditions.

In this regard, measures should be developed to increase the attractiveness of public service and improve working conditions[4].

Thus, the motivation for quality and effective work becomes an important element of labor relations in the civil service, which also provides a favorable atmosphere in the collective of the state body. It is necessary to form an effective system of motivation, which should be aimed at ensuring competitiveness with the private sector.

An effective system of motivating civil servants should be a factor that creates direct incentives for high performance in the work that keeps personnel in the civil service and an additional measure for the prevention of corruption offenses.

In the system of motivating civil servants, the main role is paid by labor, the wage system should be based on the evaluation of their work.

The improvement of the system of remuneration of civil servants should be carried out on the basis of an analysis of the current state of the labor market.

The remuneration of labor should be based both on the position held and the length of service in the civil service, and on the evaluation of the quality of work of civil servants.

The civil service payment system should take into account the professional training of civil servants, skills, workload (intensity of work), as well as the level of responsibility for the work performed and decisions taken.

An increase in the salaries of civil servants to a level comparable to that of large private companies in Kazakhstan, with reference to specific labor results. With a view to creating a professional state apparatus and eradicating corruption, a unified pay system for state bodies will undergo serious changes.

A system of assessing the quality of work of state bodies and each employee should be introduced, and wages should depend only on the professionalism and efficiency of the civil servant's work.

For political civil servants, it is necessary to develop a system for paying annual bonuses on the basis of the results of a rating evaluation of the activities of state bodies. After the formation of an integrated system for strengthening the responsibility of civil servants and assessing the performance of state bodies, the Government should make proposals for a gradual increase in wages to a level comparable to the private sector by reducing the state apparatus. All the money that will be received through the reduction of the state machinery, will be aimed at increasing wages.

As part of the wage fund, a special fund may be formed to encourage administrative civil servants. It must be used to reward for high performance and contract hiring[5].

Mechanisms should be provided to ensure transparency and transparency in the distribution of bonus funds within the public authority. The issues of remuneration of the civil service must be regulated by a separate regulatory legal act that allows the relevant financial and economic justification.

In the system of motivation, according to international practice, an important place should be occupied by social and pension provision of civil servants.

An important part of the motivation system for civil servants should be non-monetary incentive methods, such as recognizing the personal professional merit of a civil servant by consolidating the mentoring institution, which is aimed at transferring positive experience and professional knowledge, ensuring continuity in the work of government bodies and the rapid adaptation of new employees.

Mentoring should be considered as one of the important steps in a career. Government employees - mentors will provide expert and advisory support to the activities of young professionals in the state body, including taking part in assessing the quality of their work and attestation.

Considering that moral stimulation is the most developed type of motivation based on a person's need for public recognition, it is necessary to use more effective methods of rewarding such as awarding the title of the best employee and the best structural subdivision, rewarding with laudatory sheets, diplomas, additional training in industry courses, professional profile) seminars and trainings.

In addition, the model of public service requires the formation of a corporate spirit, aimed at internal motivation and a sense of personal contribution to the activities of the state body. In the system of motivation, an individual approach will be applied within the framework of the integrated personnel policy of the state body.

To ensure the effective functioning of the system of motivating civil servants, the application of non-monetary methods should be regulated normatively both in legislation in the sphere of public service and, in general, correspond with the labor legislation regulating the public sector[6].

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GENIUS ARCHETYPE IN THE NOVEL OF P.SUSKIND «PERFUME. THE STORY OF A MURDERER» IN THE POSTMODERN ASPECT

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The article deals with the «archetype of genius» in the German postmodernism, which was formed as a modification of «genius» of the novel genre. One of the categories of postmodernism is a strategy of demythologization and the problem of searching of the integrity of the world. This strategy means a return to the archetypes (the house, the body, the word, music, silence, sound, smell), to restore the lost integrity of the world and the man. The archetypal figure of genius which is renewed in the modern conditions returns to the German literature of the late twentieth century. German novelists offer new versions of the novel about genius. In the postmodern novel genius is named «genius-monster», «genius-villain». Grenouille who is the main character of the novel is «genius-monster». Genius Grenouille knows and creates millions of different scents. He sees the world through smells. But Grenouille does not have his own smell. People notice this and so they are afraid of him. Grenouille does not know such things as conscience, joy, responsibility, gratitude, because they do not have any smell. There is only the world of smells for him. The author uses the material of Suskind's novel «Perfume. The story of a murderer» and defines features of the realization of this archetype in the novel on the example of the protagonist - Grenouille, whose «genius» is a parody of the classic «genius».

Key words: German postmodernism; archetype; genius archetype; genius-monster; Grenouille.

АРХЕТИП ГЕНИЯ В РОМАНЕ П.ЗЮСКИНДА «ПАРФЮМЕР. ИСТОРИЯ ОДНОГО УБИЙЦЫ» В ПОСТМОДЕРНИСТСКОМ АСПЕКТЕ

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В статье рассматривается «архетип гения» в немецком постмодернизме, сложившийся как модификация «гения» романного жанра. Одной из категорий постмодернизма является стратегия ремифологизации и проблема поисков целостности мира. Эта стратегия подразумевает возврат к архетипам (дом, тело, слово, музыка, тишина, звук, запах), для восстановления утраченной целостности мира и человека. В немецкую литературу конца XX века возвращается обновленная в современных условиях архетипическая фигура гения. Немецкие романисты предлагают новые версии романа о гении. В постмодернистском романе гений получает название «гений-чудовище», «гений-злодей». Гренуй, главный герой романа является таким «гением-чудовищем». Гений Гренуй распознает и создает миллионы разных запахов. Он видит мир с помощью запахов. Хотя Гренуй не имеет собственного запаха. Люди замечают это и поэтому боятся его. Гренуй не знает таких понятий как: совесть, радость, ответственность, благодарность, так как они не обладает никаким запахом. Для него существует только мира запахов. Автором, на материале романа П.Зюскинда «Парфюмер. История одного убийцы», определяются особенности реализации данного архетипа в произведении на примере главного героя – Гренуя, «гениальность» которого оказывается пародией на классический образ «гения».

Ключевые слова: немецкий постмодернизм; архетип; архетип гения; гений-чудовище; Гренуй.

П.ЗЮСКИНДТІҢ ПОСТМОДЕРНИСТІК АСПЕКТТЕГІ «ИІС СУ ЖАСАУШЫ. БІР КІСІ ӨЛТІРУШІНІҢ ОҚИҒАСЫ» РОМАНЫНДАҒЫ ДАНЫШПАННЫҢ АРХЕТИПІ

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Мақалада романдық жанрдағы «данышпанның» модификациясы ретінде қалыптасқан неміс постмодернизміндегі «данышпанның архетипі» қарастырылады. Постмодернизм категорияларының бірі ремифологизация стратегиясы және әлемнің тұтастығын іздеу болып табылады. Жоғалған әлем мен адам тұтастығын қалпына келтіру үшін бұл стратегия архетиптерге (үй, дене, сөз, әуен, тыныштық, дыбыс, иіс) қайта оралуды тұспалдайды. XX ғасырдың соңында неміс әдебиетіне заманауи шартында жаңартылған архетипті данышпан тұлғасы оралады. Неміс романистері данышпан туралы романның жаңа нұсқаларын ұсынады. Постмодернистік романдарда данышпан «данышпан-құбыжық», «данышпан-зұлым» атты есімдермен аталады.

Романның негізгі кейіпкері Гренуй «данышпан-құбыжық» ретінде болып келеді. Данышпан Гренуй миллиондаған әр түрлі иістерді анықтап және жасап шығарады. Ол әлемді иіс көмегімен көреді. Алайда, Грену йдің өз иісі болмағандықтан, адамдар бұны байқап, одан қорқады. Гренуй ар, қуаныш, жауапкершілік, ризашылық деген түсініктерді білмейді, себебі оларда еш иіс жоқ. Ол үшін тек иіс әлемі ғана бар. Автор П.Зюскиндтің «Иіс су жасаушы. Бір кісі өлтірушінің оқиғасы» романы материалында данышпандығы «данышпанның» классикалық бейнесіне жасалған пародия болып шығатын, бас кейіпкер - Гренуйдің үлгісінде шығармадағы аталмыш архетиптің жүзеге асудағы ерекшеліктерін анықтайды.

Түйінді сөздер: неміс постмодернизмі; архетип; данышпан архетип; данышпан-құбыжы;Гренуй.

Postmodernist current in literature is a multivalued and dynamically mobile complex of philosophical, scientific-theoretical and emotional-aesthetic ideas, understanding of which depends in many respects on the historical, social and national context. This concept denotes a new way of thinking and activity, manifested in all areas of human culture.

Literary works of postmodernism are very complex, they have several layers of meaning, each of which carries its content [1]. The development of postmodernism in different countries took place in different ways. If we consider postmodernism in Germany, then we can talk about a situation like Kahlschlag-Periode "the period of continuous cutting", which occurred in the literary life of Germany immediately after the Second World War. There has been a movement of novel forms, beginning in 1980 through the so-called "eine zweite Stunde Null" and until the end of the 20th century. One of the new language policies is the "Remythologization strategy: The problem of finding integrity". It implies the return to archetypal bases or archetypes (home, body, word, music, silence, sound, smell), to restore the lost integrity of the world and man [2].

Archetypes are the primary forms of the collective unconscious. The study of archetypes was carried out by K.G. Jung and he devoted several scientific works to it, among which are "Problems of the Soul of Our Time", "About Archetypes of the Collective Unconscious // Archetype and Symbol", etc. According to K.G. Jung, archetypes are timeless schemes according to which the images, thoughts and feelings of living people are formed, they store primitive forms of comprehension of the world, collective historical experience, expressed in myths and symbolic images [3, p.144].

As a result, an archetypal figure of genius, a person of integrity, endowed with supreme self-sufficiency, returns to modern German literature of the late twentieth century. G.V. Kuchumova studied the German novel and the archetype of genius, and it’s reflected in her works, one of which is "German-Language Novel 1980-2000: A Course on Demythologization." According to G.V. Kuchumova, in the newest novel the type of an integral personality is reproduced in already familiar cultural models. Differently exposing and disguising their relationship with romantic predecessors, German novelists offer new versions of the novel about a brilliant artist, embodying a tense insulated spirit.

Therefore, in the conditions of postmodernism, the problem of the high destiny of a genius is placed in a parodically destructive context. So, romantic writers, creating the image of a genius artist, followed from the sensible to the intelligible, in the postmodern novel about the brilliant artist the reverse path is made - from the intelligible to the sensible. The idea of the artist's «divine» function, central in the culture of Romanticism, is parodied in the postmodern novel in a bunch of «genius-monster», «genius-villain». The postmodernist author bestows his genius heroes with grotesque-fantastic features, with the physical body being especially marked.

In German literature, genius has turned into a cult figure, on the works of German writers it is possible to trace in stages of the evolution of the image of genius, its flowering and degradation. The line from Josef Berglinger, Johannes Kreisler, Tonio Kroeger and Adrian Leverkun to Oscar Matserat ends with the monstrous figure of the perfumer Grenouille in Patrick Suskind's novel «Perfume. The story of a murderer” [2].

Grenouille, the main character of this novel, appears to readers as a "genius-monster". The author, from the very first pages of the work, speaks about the genius of his hero and claims that he belongs to the most ingenious and most disgusting figures of the era. «Im achtzehnten Jahrhundert lebte in Frankreich ein Mann, der zu den der zu den genialsten und abscheulichsten Gestalten dieser an genialen und abscheulichen Gestalten nicht armen Epoche gehörte». «Er hieß Jean-Baptiste Grenouille» [4, p.4].

In this case, genius corresponds to disgust, which hints at a parody of the classic image of «genius». The author calls him «das genialer Scheusal» [4, p.4], «ein Scheusal mit Talent» [4, p.76] (ingenious monster). He even compares him with such brilliant monsters as de Sade, Saint-Just, Fouche, etc. «…sein Name im Gegensatz zu den Namen anderer genialer Scheusale, wie etwa de Sades, Saint-Justs, Fouches, usw.,» [4, p.4].

The Marquis de Sade is a French aristocrat, politician, philosopher. The name of the word «sadism» came from his name. According to the philosophy of de Sade there are only a class of rulers and slaves in society. He advocated the behavior of a person, from whom all restrictions have been lifted, from social to religious ones. He also expressed the idea that murder is a boon to society, otherwise people will completely die from overpopulation and lack of resources [5]. One comparison only with this «monster» reveals to the reader the true essence of the genius of Grenouille.

P. Suskind compares Grenouille with Louis Antoine Saint-Just - a military and political figure of the Great French Revolution, one of the main leaders of the first French Republic. Saint-Just participated in the organization of a ruthless and bloody terror designed to help the victory of the Revolution. Thanks to this, and also his participation in the prosecution and persecution of many famous figures of this period, Saint-Just became a living embodiment of terror in the perception of people and was nicknamed as "Archangel of Death" [5].

Or Joseph Fouche is a French politician and statesman. As the Commissar of the Convention he cruelly suppressed the actions of the masses in the departments of France, sneered at religion and flaunted his atheism. Therefore, he also became the embodiment of terror [5].

The author emphasizes that Grenouille not only succumbed to the famous darkness devils in contempt for people, immorality and godlessness, but also surpassed them in that his genius was limited to a sphere that leaves no traces in history- the volatile kingdom of smells. «sein Genie und sein einziger Ehrgeiz auf ein Gebiet beschränkte, welches in der Geschichte keine Spuren hinterlässt: auf das flüchtige Reich der Gerüche» [4, p.4]. That's what in what the genius of Grenouille was - to recognize millions of different smells and be able to create them.

His scent had the amazing ability not only to know the world, but also to see the human essence. This was felt by others and that's why they were afraid of Grenouille. However, such concepts as conscience, God, joy, responsibility, gratitude, etc. remained for him unknowable, only because they did not possess any smell. All this replaced the ability to distinguish smells. And this is not just a natural instinct or a gift of Grenouille, It is most likely a quality that gives the opportunity to comprehend the world. Therefore, «the world of smells» became for him the realm of true Beauty, although Grenouille absolutely does not have a smell.

In addition, modern postmodern German authors show in their phenomenal hero an example of a real service to the idea. Their «new genius» experiences creative torments, falls into a serious depression, and in a situation of lack of necessary experience, intelligently accepts his rejection, and he decides to retire [2]. So in the «Perfume», the process of obtaining the fragrance of love is associated with the painful search of Grenouille, with long years of wandering.

Grenouille, feeling his estrangement, decides to go to the mountains. P. Suskind presents here the image of his hero as a romantic type of hero-genius, who turns out to be superfluous in society, an outcast. It was only there that he realized that he had been pressuring him all these years, only in the mountains he had become free, and only there he saw the real world, and all that was left behind were people. «Am befreiendsten empfand er die Entfernung von den Menschen» [4, p.141]. «Dass es dieser geballte Menschenbrodem war, der ihn achtzehn Jahre lang wie gewitterschwüle Luft bedrückt hatte, das wurde Grenouille erst jetzt klar, da er sich ihm zu entziehen begann. Bisher hatte er immer geglaubt, es sei die Welt im allgemeinen, von der er sich wegkrümmen müsse. Es war aber nicht die Welt, es waren die Menschen. Mit der Welt, so schien es, der menschenleeren Welt, ließ sich leben» [4, p.141].

It should be noted that P. Suskind calls into question traditional ideas about the exclusivity of the creative personality, because in his novel he undermines the cult of genius. He creates a kind of parody of him. After all, Grenouille does not create his own, but mixes the smells stolen from nature and people. He, as a postmodern hero, combines in himself all phases of the «cult of genius».

Unlike the artists of the period of romanticism, he lives not for the sake of art, but to achieve power. All he wants is to become the lord of the world. «Und wenn alles gutging, dann war er übermorgen im Besitz sämtlicher Essenzen für das beste Parfum der Welt, und er würde Grasse verlassen als der bestriechende Mensch auf Erden» [4, p.254].

After the first murder, Grenouille realized his genius and destiny. He realized that he is a genius, and his life has a task, purpose, meaning, and ultimate predestination – «the realization of a revolution in the world of smells»: «Mit dem heutigen Tag aber schien ihm, als wisse er endlich, wer er wirklich sei: nämlich nichts anderes als ein Genie; und dass sein Leben Sinn und Zweck und Ziel und höhere Bestimmung habe: nämlich keine geringere, als die Welt der Düfte zu revolutionieren; und dass er allein auf der Welt dazu alle Mittel besitze: nämlich seine exquisite Nase, sein phänomenales Gedächtnis und, als Wichtigstes von allem, den prägenden Duft dieses Mädchens aus der Rue des Marais, in welchem zauberformelhaft alles enthalten war, was einen großen Duft, was ein Parfum ausmachte: Zartheit, Kraft, Dauer, Vielfalt und erschreckende, unwiderstehliche Schönheit» [4, p.54].

And Grenouille understands that he is «das Geruchsgenie» [4, p.90] (genius of smell). Thus, P. Suskind puts the genius of Grenouille in the field of odors in a row with other talents.

Grenouille has the gift to create real works of art, although he did not receive the necessary education. After all, he does not even know the names of the ingredients for getting this or that smell.

All the smells Grenouille receives are created in a creative mess. Thus, the author clearly indicates that Grenouille belongs to romantic heroes. After all, in a romantic flow, the hero is the creator, the wizard. Everything that he does happens by an inner call, some kind of inspiration. Therefore, the result of everything is a miracle. In order to express this clearly, P. Suskind uses the image of the perfumer Baldini, who does everything in order, according to recipes and proportions «Ein Tropfen zu viel schafft Katastrophen» [4, p.77]. «Dann öffnete er den Flakon durch eine leichte Drehung des Stöpsels. Den Kopf hielt er dabei weit zurück und kniff die Nasenflügel zusammen, denn er wollte um Gottes willen nicht einen vorschnellen Geruchseindruck direkt aus der Flasche erwischen. Parfum musste in entfaltetem, luftigem Zustand gerochen werden, niemals konzentriert. Er sprenkelte einige Tropfen auf das Taschentuch, wedelte es durch die Luft, um den Alkohol davonzujagen, und hielt es sich dann unter die Nase. Mit drei ganz kurzen, ruckartigen Stößen riss er den Duft in sich hinein wie ein Pulver, blies ihn sofort wieder aus, fächelte sich Luft zu, schnüffelte noch einmal im Dreierrhythmus und nahm zum Abschluss einen ganz tiefen Atemzug, den er langsam und mehrmals verhaltend, gleichsam ihn wie über eine lange flache Treppe gleiten lassend, ausströmte» [4, p.74].

But in the talent of Grenouille there is supernaturalism, which again indicates the parody of the content of the image of Grenouille.

When Grenouille creates his first human smell, what he lacks, he realizes that he can create a superhuman scent, and make people love him to distraction, to self-oblivion. He wanted to create an angelic fragrance, after hearing which, everyone will be bewitched by him and with all his heart he will love Grenouille.

He wanted to make people tremble with excitement, screaming, sobbing with bliss, smelling the smell of Grenouille. «Ja, lieben sollten sie ihn, wenn sie im Banne seines Duftes standen, nicht nur ihn als ihresgleichen akzeptieren, ihn lieben bis zum Wahnsinn, bis zur Selbstaufgabe, zittern vor Entzücken sollten sie, schreien, weinen vor Wonne, ohne zu wissen, warum, auf die Knie sollten sie sinken wie unter Gottes kaltem Weihrauch, wenn sie nur ihn, Grenouille, zu riechen bekamen! Er wollte der omnipotente Gott des Duftes sein, so wie er es in seinen Phantasien gewesen war, aber nun in der wirklichen Welt und über wirkliche Menschen. Und er wusste, dass dies in seiner Macht stand» [4, p.189].

He imagined how they would sink to his knees, as if he is God! He wanted to become the all-powerful God of fragrance, as he was in his fantasies, but now - in the real world and over real people. And he knew that it was in his power. The motto of Grenouille: «Wer die Gerüche beherrschte, der beherrschte die Herzen der Menschen» [4, p.189]. (Who owns the smell, he owns the hearts of people).

All this makes us think that P. Suskind gives his postmodern version of a genius personality: in the image of Grenouille he shows the genius-monster of the twentieth century, obsessed with the desire to rule over the world and people.

And this genius is devoid of individuality, just as Grenouille deprives it. After all, he thought that after gaining a smell, he could gain his individuality and his body. Finding a smell will be his victory over the world.

Grenouille compares his feat with the feat of Prometheus, and even believes that he is greater than Prometheus. After all, he, the only one in the world, was deprived of that divine spark, which is given to people for nothing and, and this spark was extracted by himself, with infinite refined persistence. «Er hatte die prometheische Tat vollbracht. Den göttlichen Funken, den andre Menschen mir nichts, dir nichts in die Wiege gelegt bekommen und der ihm als einzigem vorenthalten worden war, hatte er sich durch unendliches Raffinement ertrotzt. Mehr noch! Er hatte ihn sich recht eigentlich selbst in seinem Innern geschlagen. Er war noch größer als Prometheus. Er hatte sich eine Aura erschaffen, strahlender und wirkungsvoller, als sie je ein Mensch vor ihm besaß. Und er verdankte sie niemandem - keinem Vater, keiner Mutter und am allerwenigsten einem gnädigen Gott – als einzig sich selbst» [4, p.289]. He was God. «Er war in der Tat sein eigener Gott» [4, p.289].

Grenouille manages to find the formula of a perfect smell and people fall in love with it. «Grenouille stand und lächelte. Vielmehr erschien es den Menschen, die ihn sahen, als lächle er mit dem unschuldigsten, liebevollsten, bezauberndsten und zugleich verführerischsten Lächeln der Welt. Aber es war in Wirklichkeit kein Lächeln, sondern ein häßliches, zynisches Grinsen, das auf seinen Lippen lag und das seinen ganzen Triumph und seine ganze Verachtung widerspiegelte» [4, p.289].

He gleefully realizes that he is: a small, hunchbacked, lame, ugly, physical and moral cripple – only he achieved what the world liked. «Er, Jean-Baptiste Grenouille, geboren ohne Geruch am stinkendsten Ort der Welt, stammend aus Abfall, Kot und Verwesung, aufgewachsen ohne Liebe, lebend ohne warme menschliche Seele einzig aus Widerborstigkeit und der Kraft des Ekels, klein, gebuckelt, hinkend, häßlich, gemieden, ein Scheusal innen wie außen - er hatte es erreicht, sich vor der Welt beliebt zu machen. Was heißt beliebt! Geliebt! Verehrt! Vergöttert!» [4, p.289].

But in the German postmodern version of the novel, «a new genius is failing». So, in «Perfume», crowd, intoxicated by Grenouille's smell, tears him apart, and then eats. It wanted to possess Grenouille, just as Grenouille wanted to possess the world.

He crashes, because he still could not have his own smell, and the fragrance was just a mask of his «monstrous genius». And all: a crowd adoring him, finding a smell, power over the world - was an illusion. People did not follow him: the genius of his time, but it followed the artificial fragrance of his body.

Thus, we can conclude that P. Suskind's novel «Perfume. The Story of a Murderer» is a vivid example of German postmodernism, recreating the archetypal bases, and in particular the «archetype of genius»: «genius-villain and monster». «Genius» is really a cult concept in Germany, which has evolved from romantic to postmodern. Grenouille, as a postmodern hero, combines all the phases of the «cult of genius», and the novel realizes all the features of this archetype in terms of German postmodernism.

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KOMMUNIKATIVE ÜBUNGS- UND ARBEITSFORMEN ALS MOTIVATIONSMITTEL IM FREMDSPRACHENUNTERRICHT

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Im vorliegenden Artikel werden einige theorethische und praktische Aspekte beim Einsatz der kommunikativen Arbeits- und Übungsformen im Fremdsprachenunterricht behandelt. Für kommunikatives Herangehen in der fremdsprachlichen Ausbildung sind einige spezifische Besonderheiten wie Erkenntnistätigkeit, Entwicklung-, Erziehung-und Lernerbezogenheit charakteristisch. Zu den kommunikativen Fertigkeiten gehören Fähigkeit Zusmmenarbeit planen, Fragen formulieren, Konflikte lösen, Wertungen äußern, kommunikativ-sprachliches Benehmen des Gesprächspartners regeln, situationsorientiert handeln zu können. Ein effektives Mittel für die erfolgreiche Entwicklung der fremdsprachlichen Fertigkeiten sind kommunikativorientierte kreative Übungen. Kommunikative Übungen schaffen optimal günstige Bedingungen für die Entwicklung der kommunikativen fremdsprachlichen Kompetenz im Fremdsprachenunterricht Unter kommunikativen Kompetenz ist Gesamtheit der sprachlichen und soziokulturellen Kenntisse, Kommunikationsfertigkei und Kommunikationsbereischaft zu verstehen... Im Artikel werden auch kommunikativorientierte Übungs- und Arbeitsformen wie Projektarbeit, Spiele, Interpretationsgespräch anhand authentischer Texte betrachtet. Durch diese kommunikative Übungsformen lassen sich methodisch-didaktischen Prinzipien wie Individualisierung, Handlungsorientietheit, Kreativität , Selbständigkeit

Schlüsselwörter: kommunikative Übungen, Kommunikatiosfähigkeit, Projektunterricht, Rollenspiel, handlungsorientiert

КОММУНИКАТИВНЫЕ ФОРМЫ РАБОТЫ КАК СРЕДСТВО МОТИВАЦИИ ПРИ ОБУЧЕНИИ ИНОСТРАННОМУ ЯЗЫКУ

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В данной статье освещаются некоторые теоретические и практические аспекты использования коммуникативных упражнений при обучении иностранному языку. Основанное на коммуникативном подходе иноязычное образование характеризуется рядом специфических особенностей и включает в себя такие аспекты как познание, развитие, воспитание и учение. Обучение иностранному языку должно строиться на таких методических принципах как речемыслительная активность, индивидуализация, деятельностный подход, творчество, самостоятельность. Эффективными средствами обучения иностранному языку являются коммуникативные творческие упражнения, создающие оптимальные условия для совместной учебной деятельности в целях более успешного формирования речевых навыков и умении. Коммуникативные умения включают в себя постановку вопросов, разрешение конфликтов, управление речевым поведением партнёра, высказывание оценочных суждений, умение действовать в соответствии с коммуникативной ситуацией и планировать учебное сотрудничество. В статье представлены некоторые практические приёмы и технологии, направленные на развитие коммуникативной компетенции, которая понимается как совокупность языковых, речевых и социокультурных составляющих, готовность к общению. В частности, в статье рассматриваются такие приёмы как обучение на основе игр (ролевые игры), проектная технология, работа с аутентичным текстовым материалом, описываются их сущность и формы работы.

Ключевые слова: коммуникативные упражнения, коммуникативная компетенция, проектная технология, ролевая игра, деятельностный подход

ШЕТЕЛ ТІЛІНОҚЫТУ БАРЫСЫНДА ЫНТАЛАНДЫРУ ҚҰРАЛЫ РЕТІНДЕ АЛЫНАТЫН КОММУНИКАТИВТІК ӘДІСТЕР

Қостанай мемлекеттік университетінің шетел филология кафедрасының аға оқытушысы Алпысбаева З.Т.

Бұл мақалада шетел тілін оқыту барысында коммуникативтік жаттығуларды орындауында кейбір теориялық және практикалық аспектілері қарастырылады. Коммуникативтік әдіс негізінде шетел тіліндегі білімі белгілі бір ерекшеліктермен сипатталады және таным, даму, тәрбиелеу және оқыту сияқты аспектілерді қамтиды. Шетел тілін оқыту сөйлеу құштарлығы, белсенділік, шығармашылық, дербестік сияқты әдістемелік принциптерге негізделуі керек. Шетел тілін оқытудың тиімді құралдары сөйлеу дағдылары мен қабілеттерін даму мақсатында бірлескен оқу іс-шаралары үшін оңтайлы жағдайлар туғызатын коммуникативті шығармашылық жаттығулар болып табылады. Коммуникативтік дағдылар мәселелерді көтеруін, жанжалдарды шешуін, әріптестердің сөйлеу қылықтарының басқаруын, бағалау пікірлерінің бөлісуін, қатынастық жағдайға сәйкес әрекет ете білуін қамтиды және де білім беру саласындағы қызметтестік жоспарлауы болып табылады.Мақалада тілдік, сөйлеу және әлеуметтік-мәдени компоненттердің жиынтығы, қарым-қатынасқа дайындығы деп түсінетін коммуникативтік құзыреттілікті дамытуға бағытталған кейбір практикалық әдістер мен технологиялар қарастырылған. Атап айтқанда, мақалада рөлдік ойындар негізінде оқыту формалары журеді және де жобалық технологиялар, түпнұсқа мәтінмен жұмыс істеуі, олардың мәні мен талдау жұмыстары сияқты әдістері қарастырылады.

Түйінді сөздер: Коммуникативтік жаттығулар, коммуникативтік біліктілік, жоба технологиясы, рөлдік ойын, өнер тәсілдері

COMMUNICATIVE TECHNIQES OF TEACHING FOREIGN LANGUAGES AS F MEAN OF MOTIVATIN

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The article discusses some theoretical and practical aspects of using communicative exercises in teaching foreign languages. Based on communicative approach foreign language education is characterized by a number of specific features and includes such aspects as cognition, development upbringing and *learning. Foreign language education should take into consideration such principles as speech and brain activity, individualization, activity approach, creativity and autonomy. Communicative creative exercises make optimal conditions for cooperative learning for more successful formation of speaking skills. Communicative skills include making questions, solving conflicts, managing speaking behavior of a partner, expressing one's opinion, ability to behave in accordance with communicative situation and planning learning cooperation. The article demonstrates some practical techniques, aimed at developing communicative competence, which is perceived as combination of language, verbal and sociocultural constituents and readiness to communicate. In particular, the article considers such techniques as role plays, project work and work with authentic texts.*

Key words: Communicative creative exercises, cooperative learning, communicative skills

Arbeits- und Übungsformen sind der wichtigste Bestandteil des Fremdsprachenunterrichts. Im Sprachgebrauch der Fremdsprachendidaktik werden diese Begriffe oft als Synonyme verwendet. Die Begriffe bezeichnen aber nicht das gleiche. Der Begriff Arbeitsform ist ein genereller Begriff und bezeichnet ein umfassenderes unterrichtliches Geschehen als der spezieller Begriff Übungsform. Die Übungsformen sind die Bezeichnungen für Prozesse, Aktivitäten und Materialien, die Lernen bestimmen. Übung ist eine Handlung des Lernenden, in deren Verlauf er bestimmte Sachverhalte wieder und wieder lernt, um sie zu behalten und damit produktiv umgehen zu können. Übung spielt eine außerordentlich grosse Rolle im fremdsprachlichen Lernprozess. [1, S.221-226]

Kommunikative Übungen haben im Fremdsprachenunterricht wesentlich an Bedeutung gewonnen. Ihre spezifischen Lernziele und didaktische Ziele sind bestimmt von der Einsicht, dass Fremdsprachenunterricht heute sehr stark auf Entwickung der fremdsprachlichen Kommunikationsfähigkeit orientiert ist. Kommunikationsfähigkeit ist das Vermögen der Lerner, Äußerungen im sozialen Interaktionssprozess so zu verwenden, daß eine Verständigung gewährleistet wird. Dabei ist es wichtig, daß der Lerner in der Fremdsprache ausdrückt das, was er nicht nur kann sondern auch was er will. Dabei spielen solche Faktoren wie Vorwissen, Intentionen, Emotionen, soziale Herkunft, Beziehungen der Gesprächspartner und Rahmenbedingungen der Sprechsituation wie Ort, Zeit und Anlass eine grosse Rolle. [2] Kommunikative Übungen sind Übungen, die das Hauptziel des FSU direkt ansteuern. Sie sind gerichtet nicht auf die Einübung der linguistisch-formaler Besonderheiten der Fremdsprache, sondern an Mitteilungen und Inhalten. Dazu stehen dem Lerner die zuvor gelernten linguistischen Mittel zur Realisierung seiner sprachlichen Absichten zur Verfügung. [3, S. 67-74] Die verwendeten Inhalte, Kontexte und Situationen müssen lernerorientiert sein, so das bereits durch die Sprachmittel Motivationen ergeben, die als Sprechanlässe für inhaltsbezogene Anlässe dienen. Auf diese Weise kann im Laufe des Lernprozesses das Ziel der kommunikativen Übungen von kommunikativ-sprachlichen Mitteln zu einem sprachlich selbständigen inhaltsorientierten Sprechen führen. Das betrifft nicht nur das Sprechen als produktive Tätigkeit, sondern auch Lesen und Hören als rezeptive Fertigkeiten. Eine kommunikative Unterrichtsführung kann freie Kommunikation in nicht speziell kommunikativ geplanten Situationen aufbauen. Das geschieht durch Aufforderung, Kritik, Lob, Tadel usw. Kurzdialoge sind eine unbestritten geeignete Form der kommunikativen Übungen. Sie sollen inhaltlich auf Schülerinteressen bezogen sein und sie verlangen sehr oft Partnerarbeit,

Jeder Lerner ist ein intellektuell und personal autonomes Individium. Das bedeutet, dass er auch seinen eigenen Lernprozess in selbständiger, problemlösender, kreativ-konstruktiver Weise gestaltet. Der Fremdsprachenunterricht fördert dieses kreative Potential mit Blick auf Entwicklung der Kommunikationsfähigkeit und Kommunikationsbereitschaft und entspricht gleichzeitig dem Richtziel jeden Unterrichts, die Lernenden zu befähigen, ihr Leben in der Gesellschaft selbständig und in sozialer Verantwortung zu gestalten. Im Fremdsprachenunterricht spielt die Kreativität in ihren vielfältigen Bedeutungen wie Selbstbestimmung, Selbstständigkeit, Konstruktivität, Aktivität, Produktivität, Einfallsreichtum, Risikofreude, Flexibilität, Originalität , Fähigkeit zur Problemfindung und Problemlösung eine grosse Rolle.[4] Seit Ende der 70-er Jahre beschäftigt sich eine Vielzahl praxisorientierter Veröffentlichungen mit Kreativität im Fremdsprachenunterricht. Sie weisen im wesentlichen vier Strömungen auf, die jeweils auf unterschiedliche Aspekte der Kreativität orientiert sind:

- schöpferisch-spielerisches Lernen
- fremdsprachliches Theater
- kreativ- produktiver Umgang mit literarischen Texten
- Bild und Sprache

Kreativität im Fremdsprachenunterricht bedeutet eine individuell-experimentierende, phantasievolle Textproduktion, die das Gegebene verändert, erweitert und anders kombiniert und bei der der Produzent selbst über die Originalität und Neuartigkeit seines Produktes entscheidet. Eine so verstandene Kreativität ist in jedem Lernalter und in jedem Kenntnissniveau möglich. Kreative Übungen als spielerisch–aktives Umgehen mit der Fremdsprache sollen den Lernenden Spaß machen und sie motivieren die Fremdsprache weiter zu lernen. Kreative Tätigkeiten müssen provoziert werden und setzen einen entsprechenden Anlass und präzise Aufgabenstellungen voraus. Jede Übung ist abhängig von Interessen der Lernenden, ihren soziokulturellen und literarischen Kenntnissen, Weltwissen, Sprachwissen und Sprachfertigkeit, methodischen Mitteln und konkretem Unterrichtsthema usw. kreativ mehr oder weniger gestaltbar.

Je nach Schwerpunktsetzungen können kreative kommunikative Übungen

- schriftlich oder mündlich sein;
- thematisch, textsortenspezifisch oder sprachlich vorbereitet sein, bzw. durch entsprechende Mittel begleitet werden;
- in verschiedenen Sozialformen stattfinden;
- durch Begründung, Besprechung, Vergleich, Wertung unterschiedlicher Ergebnisse ausgewertet werden;
- von den Schülern selbst erstellt werden.

Kreative Übungen können ihre Ziele nur in einer kreativitätsfördernden Atmosphäre erreichen, die frei von Angst und Zensurendruck ist. Im weiteren möchten wir auf einige Arbeits und Übungsformen ausführlicher eingehen

Im Rahmen des kommunikativorientierten Ansatzes im Fremdsprachenunterricht erfuhren kooperative Lernformen eine methodische Aufwertung. Angestrebt wurde ein möglichst häufiger Gebrauch der Fremdsprache in kommunikativen Situationen angestrebt und die Konfrontation der Lernenden mit authentischer Fremdsprache wurde als wichtiges Lernziel anerkannt. Diesen Zielsetzungen kommen handlungsorintierte Arbeitsformen wie Projektunterricht sehr entgegen. Der Projektunterricht ist eine historische Unterrichtsform, die zu Beginn des Jahrhunderts im Zusammenhang mit sozialreformischen und schulkritischen Ideen des amerikanischen Pragmatismus konzipiert wurde. Als Hauptmerkmal des Projektunterrichts gilt die klassische Zielsetzung *learning bei doing.* Heute gehören die projektorientierten Unterrichtsformen zum festen Bestandteil pädagogischer Praxis an Gesamtschulen und Hochschulen. Da es sich beim Projektunterricht um eine offene Unterrichtsform handelt, ist eine eindeutige Definition schwierig. Der Projektunterricht besitzt einen hohen Innovationswert und löst erfahrungsgemäß bei den Schülern eine große Motivation. Im weiteren soll eine Palette von projektorientierten Arbeitsformen aufgezeigt werden, die im Projektunterricht realisierbar sind. Die Darstellung der unterschiedlichen Möglichkeiten projektorientierten Arbeitens soll nach rezeptiven und produktiven Sprachfertigkeiten geordnet werden. Training rezeptiver Fertigkeiten im Umgang mit authentischen Texten in der Zielsprache erfolgt , z.B. durch:

-Hörverstehenstraining authentischer geprochener Sprache (Radiosendungen, Äußerungen von native speaker, die in die Klasse eingeladen werden, Liedertexte usw.);

-Sinnenentnahme aus fremdsprachlichen Film- und Videomaterialien;

- Auswertung von Presseerzeugnissen und gedruckter Produktion aus dem Land der Zielsprache;

Training produktiver Fertigkeiten kann auf folgende Wesen erfolgen:

-Schüler stellen sich den Partnern der Korrespondenklasse im Land der Zielsprache vor;

- sie halten Referate in der Zielsprache zu einem selbstgewaehten Thema;
- auf höheren Lernstufen gestalten sie Rollenspiele im Rahmen umfangreicher Simulation. [5]

Eine wichtige Form sprachlicher Kreativitaet ist Verfassen freier Texte in der Zielsprache. Die sogenannte Klassendruckerei ermöglicht die Veröffentlichung dieser Texte in einer graphisch schöner Form. Kassenkorrespondenz ist auch eine wichtige Arbeitsform im Rahmen des projektorientierten Fremdsprachenunterrichts. Auch Klassenzeitungen als Produkte solcher Korrespondenz gewinnen an der Bedeutung. Projektarbeit erfordert manchmal neben fremdsprachlichen Fertigkeiten auch künstlerische Kreativität, Teamgeist und hohen Grad an Kooperation. Zur selbstständigen Bearbeitung der grammatischen Übungsformen können den Lernenden umfangreiche individualisierte Übungsmaterialien zur Selbstkorrektur in Einzel-, Partner-und Gruppenarbeit gegeben werden. Hilfreich ist auch von den Schülern selbst entwickelte Kartei. Sehr motivierend sind Originalbegegnungen mit *native speakers* im eigenen Land, bei Erkundigungen, Interviews mit Passagieren im Flughafen, bei Einladungen fremdsprachlicher Gäste zu einer thematischen Diskussion, bei Besuchen ausländischer Firmen usw.. Organisation von Klassenreisen ins zielsprachige Ausland (am besten vorbereitet durch eine themenorientierte Klassenkorrespondenz) ist die beste Möglichkeit für die Begegnung mit fremdsprachlicher Wirklichkeit. Es bietet die Möglichkeit sowohl die sprachlichen als auch die landeskundlichen Kenntnisse gezielt zu erweitern und gleichzeitig die eigenen Einstellungen und Haltungen durch Eingehen auf Fremdperspektive zu überprüfen. Ein wichtiger Bestandteil der projektorientiert durchgeführten Reisen sind Auswertungen und Dokumentationen zu verschiedenen Untersuchungsaufgaben, die von den Lernern erstellt werden. Sie können gleichzeitig als die Ergebnisse der Reisearbeit der interessierten Öffentlichkeit vorgestellt werden, dabei können die Lernenden selbst die Lehrfunktion in der Fremdsprache ausüben,[5,255-257]

Spiele und verschiedene Spielformen können als Instrument für die Aneignung der Wirklichkeit, das Einüben wichtiger Lebenssituationen angesehen werden. Spiele sind interessant für den bewußten pädagogischen Einsatz, denn sie sind im Vergleich zur Arbeit, die produktorientiert und zielorientiert ist, lustbetont und zweckfrei. Häufig aber wird ihnen kein ernsthafter Charakter zugestanden und sie werden oft nur als Selbstzweck oder Lückenfüller im Unterricht eingesetzt. Die Erkenntnisse der modernen Spieltheoretiker lassen jedoch darauf weisen, dass jede Tätigkeit sowohl Arbeit als auch Spiel sein kann. Einsatz und Aufnahme des Spiels beim Fremdsprachenlernen können spielorientiert oder lernzielgerichtet sein. Die Begriffe Sprachspiel und Sprachlernspiel können synonym verwendet werden, obwohl sie in der

Literatur verschiedene Spieltypen bezeichnen. Auf Abgrenzungsmöglichkeiten zwischen z.B. Rollenspiel , Gesellschaftsspiel, Drama, Simulation, Ratespiel sei hier verzichtet, da solche Abgrenzung keine Auskunft gibt, zu welchen Unterrichtszwecken unterschiedliche Spieltypen eingesetzt werden können. Da sehr unterschiedliche Spieltypen existieren, sind ihnen unterschiedliche Ziele zugeordnet. Sie beziehen sich auf:

- Fertigkeiten der Lernenden;
- Aktivitäten in unterschiedlichen Unterrichtsphasen (Festigen, Wiederholen, Anwenden, Erarbeiten neuen Sprachmaterials durch Hilfen des Lehrers oder durch Bereitstellen von Redemitteln;
- Antizipation der Situationen, in die Lerner im realen Leben kommen können;
- positive Einstellung zur Fremdsprache u. a. durch Spaß im Unterricht;
- außersprachliche Faktoren, wie z.B. soziale Verhaltensweisen und situationsangemessenes Verhalten in der Fremdsprache.

Neben diesen fachdidaktischen Zielen sind auch pädagogische und sozialpsychologische Ziele möglich, wie z.B. Kooperationsbereitschaft, Emphatiefähigkeit, Rollenflexibilität, Konfliktbereitschaft. Sinnvoll eingesetzte Spiele rufen innerhalb der Lerngruppe positive Effekte, wie z.B. miteinander und voneinander zu lernen, handlungsorientiert und selbstverantwortlich lernen. Außerdem haben Spiele eigenen Bewertungscharakter und der Lehrer kann beim Spielen aus seiner traditionellen Rolle herausgehen. Die Strategien beim Einsatz der Spiele im FSU hängen davon ab, ob die Betonung auf Spielziel oder Lernziel gerichtet ist, ob eine fiktive oder eine authentische Situation angestrebt wird, welche Spielmaterialien wie z.B. Puzzles, Bilder, Karten bereitgestellt werden. Auch sollte Spielaufwand mit den Effekten im FSU im sinnvollen Verhältnis stehen. Bei der Durchführung soll auch entschieden werden, ob der Lehrer Spielleiterfunktion übernimmt oder beobachtet und als Helfer zur Verfügung steht oder als Mitspieler auftritt. Nach der Durchführung des Spiels ist eine Nachbereitungsphase möglich, z. B. als schriftliche Hausaufgabe, Umformung eines Dialogs usw.[6]

Arbeits- und Übungsformen beim Spieleinsatz im FSU hängen von Lernerfaktoren wie Alter, Lernstufe, Sprechfertigkeit, Spielerfahrung, Gruppengrösse und Gruppenzusammensetzung. Großgruppenspiele eignen sich für Spiele mit Wettbewerbecharakter. Rollenspiele und Diskussionsspiele haben den Nachteil, daß es möglicherweise nicht alle zu Wort kommen. Kleingruppenspiele wirken positiv auf unterschiedliche Faktoren. Es kann gleichzeitig und parallel gearbeitet werden, es kann eine Präsentation vor einer Großgruppe stattfinden, auch Korrekturen sind in der Kleingruppe eher möglich ohne hemmende Auswirkung aufs Spiel; der Lehrer kann durch die Gruppe gehen und helfen. Rollenspiele kann man bei einer in Partnerarbeit entstandenen Alltagsszene wie Kaufsgespräch, Autopanne, Gespräch in der Apotheke, Planungen gemeinsamer Aktivitäten usw. einsetzen. Hier gibt es keine festen Anweisungen, es ist notwendig nur solche Kriterien wie Situation, Thema, Rollen, Redemittel und Arrangement zu beachten. Zum Rollenspiel gehört auch die Verwendung von Simulationen. Sie sind eine künstliche fremdsprachliche Kommunikationssituation gedacht als eine Nachempfindung einer vorgestellten gesellschaftlichen Wirklichkeit. Ein solches Simulationsprojekt kann sich auf die Planung eines neuen Schulgebäudes, die Organisation eines Schulfestes beziehen, wobei die verschiedenen Interessengruppen vertreten sein müssen. Diese kommunikative Übung bleibt den fortgeschrittenen Lernern vorbehalten. Zur Durchführung dieser komplexen Spielform bietet sich das Bereitstellen von Diskussionsunterlagen und die Erprobung der Diskussionsspielregeln an. Das kann geschehen durch regelgesteurte Interakationspiele, durch Bewerten von Handlungen und durch persönliche Stellungnahmen im Anschluß an Sachtexte, an Topiks, an Lektüren und Lehrbuchtexte. Dabei sollten die kommunikativen Mittel für den Ausdruck der Gesprächspartner zu einander und ihre Wirkungen analysiert werden, damit auf solche Weise Flexibilität für das kommunikative Verhalten in der Fremdsprache in ähnlichen Gesprächssituationen und mit den ähnlichen Themen entsteht Also, Spiele sind ein wichtiger Teil von dem kommunikativorientierten Unterricht und jede Art von Spielen ist in alle Fremdsprachenvermittlungmethoden integrierbar [6]

Eine der wichtigen kommunikativen Arbeitsformen ist das Interpretationsgespräch. In dem sich die Lernenden diskursiv mit einem Werk auseinandersetzen, korrigieren sie Fehleinschätzungen, die durch den Wortlaut oder die Struktur widerlegt werden, erwerben sie ästhetische Erfahrung. Da das Interpretationsgespräch sich in aller Regel in der Fremdsprache vollzieht, bietet es gute Möglichkeiten zur Schulung des mündlichen Ausdrucksvermögens und für die Erweiterung der Kenntnisse in der Zielsprache. [7]. Die verschiedenen literarischen Gattungen tragen auf verschiedene Weise dazu bei die Ziele des Fremdsprachenunterrichts zu erreichen. Elementare” Literatur wie das volkstümliche Schriftum (Märchen, Volkslied) und auch moderne Textsorten wie Song, Chanson, Witz und Sketch lassen sich bereits im niedrigen und mittleren Niveau einsetzen. Ideal ist die Verbindung von Dramenlektüre und Fernsehwiedergabe des betreffenden Stückes oder Songbesprechung zu einem Zeitpunkt, wenn der betreffende Sänger im Fernsehen auftritt. Auf diese Weise werden unmittelbare Beziehungen zum kulturellen Leben des Landes hergestellt. Von den gleichen literarischen Formen kann Reflexion über aktuelle Ereignisse politischer, gesellschaftlicher Art angeregt werden. So ergibt sich eine enge Verbindung zwischen landeskundlichen Themen und deren literarischer Umsetzung. Narrative Prosa, Dramen und Gedichte sind Ausgangspunkte für Rezeptionsgespräche beim Fremdsprachenerwerb. Oft ist die Gegenwartssprache der modernen Literatur ein guter Ausgang für die eigene Sprachproduktion. Narrative Kurzformen, insbesondere Kurzgeschichten haben an Bedeutung für den FSU gewonnen, weil sie überschaubar und abgegrenzt sind. Kurzgeschichten dienen in der mittleren Phase auch der Einführung in die Interpretationsverfahren, die sich später in die Einführung in die Langformen lassen. Auf der Sekundärstufe 2 haben die Kurzgeschichten einen festen Platz. Sie lassen sich in eigenen Unterrichtseinheiten behandeln; sie eignen sich insbesondere als Montageteile in themenorientierten Unterrichtssequenzen. Da in ihnen Ereignisse und Probleme sehr schnell auf den Punkt gebracht werden, zwingen sie den Leser ohne Umschweife auf die in ihnen dargestellten Erfahrungen zu befragen. Der Roman hat vor allem in Leistungskursen an Bedeutung gewonnen. Umfang und Komplexität des Romans werfen grundsätzliche Fragen zur Behandlung in dem FSU. Die Bedeutung dieser Leitgattung unterstreicht die Tatsache, dass an dieser Textsorte nicht nur extensives Lesen geübt wird, sondern auch der Zusammenhang von fiktionaler Literatur und gesellschaftlicher Wirklichkeit erkannt werden kann. Integraler Bestandteil der Beschäftigung mit der Literatur im Fremdsprachenunterricht ist die Dramenlektüre. Der Unterricht kann bei der Beschäftigung mit den szenischen Texten verschiedene Ziele verfolgen. Durch Dramenlektüre werden Einblicke in die gegenwärtigen fremdkulturellen Zusammenhänge gewährt, um Stereotype und Vorurteile abzubauen. Rollenspiele und Improvisationen eignen sich für die Stimulierung der Sprachproduktion und eigenständige Verwendung non-verbaler Mittel. Theaterspielen im Fremdsprachenunterricht macht empfindlich gegenüber Sprache, durch Ton und Intonation können Verständnißbarrieren und Mißverständnisse abgebaut werden. Außerdem können Darstellungen szenischer Texte ungeordnete Gefühle und Emotionen als Motoren des sprachlichen Handelns stärker zur Geltung bringen. Kurzdrama spielt für den FSU eine besondere Rolle. Es gilt als eine eigene Gattung (wenige Charaktere, keine Nebenhandlung, Einheit von Raum und Zeit, Krisen- oder Endsituation). Es eignet sich für vielfältige Zwecke: zur Einführung in die Struktur und Elemente des Dramas, zum Lesen mit verteilten Rollen, zu Aufführungen. Es fordert zu kreativer Textverarbeitung, zur Reduktion und Ergänzung auf. [8].

Abschließend sei zu betonen , dass die Forderung nach authentischer Sprachverwendung als Hauptziel des Fremdsprachenunterrichts über allem steht. Der Stellenwert von Arbeits- und Übungsformen als Kernstück des Fremdsprachenunterricht ist wegen ihrer zentralen Funktion im Lernprozess unumstritten. Der Unterricht sollte daher von möglichst vielen, variablen, natürlichen und interessanten Kontexten dominiert sein, um die Lerner zum Fremdsprachenerwerb zu motivieren und ihre kommunikative Kompetenz in der fremden Sprache erfolgreich aufzubauen.

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VOCABULARY AND SEMANTIC EXTENSION IN THE MODERN ENGLISH LANGUAGE

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The paper takes a look at the neologisms and the way they are created in the Modern English language. It considers the basic and minor, productive and non-productive ways of enriching the word-stock: affixation, conversion, composition, shortening, blending, etc. According to Global Language Monitor, around 5,400 new words are created every year. Many dictionaries announce the popular new words. In this paper the author attempts to analyze the new words coined since 2013 up to now. By 2012, selfie was used in mainstream media sources and it has been rising ever since. In 2015 for the first time ever, the Oxford Dictionaries Word of the Year is a pictograph: emoji. There were other strong competitors from different fields, but it was chosen as the 'word' that best reflected the mood of 2015. These new words of recent years have been coined by different ways of word-formation: affixation (selfie), loanword (emoji), affixation (post-truth).

Keywords: word-formation, modern English vocabulary, neologisms.

ҚАЗІРГІ АҒЫЛШЫН ТІЛІ СӨЗДІК ҚҰРАМЫНЫҢ ҰЛҒАЮЫ ЖӘНЕ СЕМАНТИКАЛЫҚ КЕҢЕЮІ

Әбдібекова А.Е. – гуманитарлық ғылымдарының магистрі, шетел филологиясы кафедрасының аға оқытушысы, А.Байтұрсынов атындағы Қостанай мемлекеттік университеті, Қостанай қ.

Мақалада неологизмдер мен аффиксация, конверсия, біріккен сөздер, қысқартылған сөздер сияқты сөзжасам және сөз тудыру жолдары қарастырылады. Global Language Monitor жыл сайын 5400 жаңа сөз пайда болады дейді. Көптеген сөздіктер жыл сайын жиі қолданыстағы жаңа сөздерді жариялайды. Мақаланың авторы 2013 жылдан осы кезге дейін шыққан жаңа сөздерді талдауға тырысты. Мысалы, 2013 жылғы «селфи» сөзі кең таралып, жыл сөзі атанып, Оксфорд ағылшын тілі сөздігіне енді. Ал 2015 жылы Оксфорд сөздігінде алғаш рет 2015 жыл сөзі ретінде эмоджи пиктограммасы таңдап алынды. Әр түрлі салада қолданып келген басқа да нұсқалардың болуына қарамастан болды, ол 2015 жылдың көңіл-күйін білдіретін сөз ретінде таңдалды. Сонымен, жаңа сөздер аффиксация (selfie), кірме сөз (emoji), аффиксация (post-truth) арқылы жасалды.

Түйінді сөздер: сөзжасам жолдары, қазіргі ағылшын тілінің сөздік құрамы, неологизмдер.

ПОПОЛНЕНИЕ СЛОВАРНОГО СОСТАВА СОВРЕМЕННОГО АНГЛИЙСКОГО ЯЗЫКА И СЕМАНТИЧЕСКОЕ РАСШИРЕНИЕ

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В статье рассматриваются неологизмы и способы словообразования современного английского языка, основные и второстепенные, продуктивные и непродуктивные способы словообразования: аффиксация, конверсия, словосложение, сокращение, словослияние и т.д. Согласно Global Language Monitor, ежегодно появляются около 5400 новых слов. В этой статье автор попытался проанализировать неологизмы, появившиеся с 2013 года по настоящее время. Так, слово «селфи» к 2013 году стало достаточно распространённым для того, чтобы быть включённым в Оксфордский словарь английского языка. А в 2015 году впервые Оксфордским словарем словом года выбрана пиктограмма: эмоджи. Были и другие варианты из разных областей, но он был выбран как «слово», которое лучше всего отражает настроение 2015 года. Таким образом, неологизмы были созданы путем аффиксации (selfie), заимствовании (emoji), аффиксации (post-truth).

Ключевые слова: словообразование, словарный состав современного английского языка, неологизмы.

David Crystal in "The Cambridge Encyclopedia of the English Language" states that vocabulary is the Everest of a language. There is no larger task than to look for order among the hundreds of thousands of words which comprise the lexicon… The use of prefixes, suffixes, compounding, and other processes of word-building turns out to play a crucial part in English vocabulary growth [1, p.118].

R.Ginzburg in his lexicology course presented the two ways of enriching the vocabulary:

1. vocabulary extension — the appearance of new lexical items. New vocabulary units appear mainly as a result of:

- productive or patterned ways of word-formation;
- non-patterned ways of word-creation;
- borrowing from other languages.

2. semantic extension — the appearance of new meanings of existing words which may result in homonyms.

Productive word-formation is the most effective means of enriching the vocabulary. The most widely used means are affixation (prefixation mainly for verbs and adjectives, suffixation for nouns and adjectives), conversion (giving the greatest number of new words in verbs and nouns) and composition (most productive in nouns and adjectives). 'New' words that appear as a result of productive word-formation are not entirely new as they are all made up of elements already available in the language. The newness of these words resides in the particular combination of the items previously familiar to the language speaker.

The productivity of derivative devices that give rise to novel vocabulary units is fundamentally relative and it follows that there are no patterns which can be called 'fully' productive. Productive patterns in each part of speech, with a set of individual structural and semantic constraints, serve as a formal expression of the regular semantic relationship between different classes or semantic groupings of words. Thus the types of new words that may appear in this or that lexical-grammatical class of words can be predicted with a high degree of probability. The regularity of expression of the underlying semantic relations, firmly rooted in the minds of the speakers, make the derivational patterns bidirectional rules, that is, the existence of one class of words presupposes the possibility of appearance of the other which stands in regular semantic relations with it. This can be clearly observed in the high degree of productivity of conversion [2].

Let us have a look at the basic and minor types of word-formation:

1. **Affixation** is the formation of a new word with the help of affixes, e.g. heartless (from heart), to overdo (from to do).
2. **Conversion** is the formation of a new word by bringing a stem of this word into a different formal paradigm, e.g. a fall (from to fall), to slave (from a slave).
3. **Word-composition** is the formation of a new word by combining two or more stems which occur in the language as free forms, e.g. door-handle, house-keeper.
4. **Shortening** is the formation of a new word by cutting off a part of the word.
5. **Blending** is the formation of a new word by combining parts of two words.
6. **Acronymy** (or graphical abbreviation) is the formation of a word from the initial letters of a word combination.
7. **Clipping** is the shortening of a longer word, often reducing it to one syllable.
8. **Back-formation** is the formation of a new word by subtracting a real or supposed suffix from the existing words.
9. **Onomatopeia.** The creation of a word by imitation of the sound it is supposed to make. Plop, ow, barf, cuckoo, bunch, bump and midge all originated this way.
10. **Reduplication.** The repetition, or near-repetition, of a word or sound. To this method we owe the likes of flip-flop, goody-goody, boo-boo, helter-skelter, picnic, claptrap, hanky-panky, hurly-burly, lovey-dovey, higgledy-piggledy, tom-tom, hip hop and cray-cray. (Willy-nilly, though, came to us via a contraction of "Will he, nill he".)
11. **Loanwords** as a means of replenishing the vocabulary of present-day English are of much lesser importance and are active mainly in the field of scientific terminology.
12. **Proper names, eponyms** enrich the vocabulary.
13. **Slang, argot and even certain euphemisms** have also been a constant source of language enrichment, although some terms die out before they are admitted to the standard vocabulary.

According to Global Language Monitor, around 5,400 new words are created every year [3]. Oxford University Press, which publishes the *Oxford English Dictionary* and many other dictionaries, announces an Oxford Dictionaries UK Word of the Year and an Oxford Dictionaries US Word of the Year; sometimes these are the same word. The Word of the Year need not have been coined within the past twelve months but it does need to have become prominent or notable during that time. There is no guarantee that the Word of the Year will be included in any Oxford dictionary. The Oxford Dictionaries Words of the Year are selected by editorial staff from each of the Oxford dictionaries. The selection team is made up of lexicographers and consultants to the dictionary team, and editorial, marketing, and publicity staff.

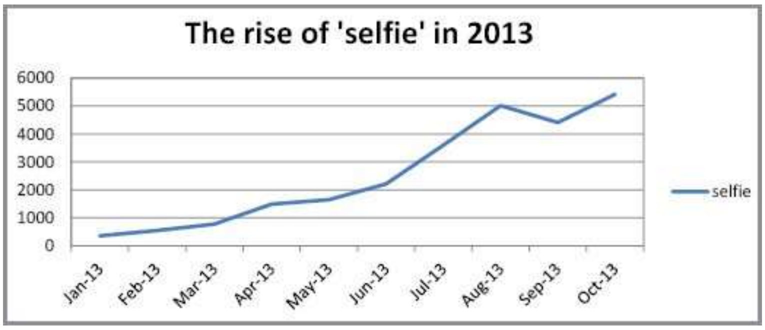
The Oxford English Corpus shows the use of the word *selfie* by 2003, but further research gives the earliest usage as far back as 2002. Its use was, fittingly enough, in an online source – an Australian internet forum.

2002 ABC Online (forum posting) 13 Sept.

"Um, drunk at a mates 21st, I tripped ofer [sic] and landed lip first (with front teeth coming a very close second) on a set of steps. I had a hole about 1cm long right through my bottom lip. And sorry about the focus, it was a selfie."

The term's early origins seem to lie in social media and photosharing sites like Flickr and MySpace. But usage of it didn't become widespread until the second decade of this century. Self-portraits are nothing new – people have been producing them for centuries, with the medium and publication format changing. Now as smartphones have become an integral part of our life, rather than just for techies, the technology has ensured that *selfies* are both easier to produce and to share. It seems likely that this will have contributed at least in part to its increased usage. By 2012, *selfie* was used in mainstream media sources and this has been rising ever since.

This graph shows the rise in usage of the word selfie over 2013 (according to Oxford Dictionaries).



unit= freq./billion words

Early evidence for the term shows a variant spelling with a –y ending, but the –ie form is more common today and has become the accepted spelling of the word [4].

In December 2012, the Time noted that the word "selfie" was included in the "Top 10 most used fashion words" of 2012. Although Selfie existed for many years, it was in 2012 that the term really became a hit of the new time. According to the 2013 survey, two-thirds of Australian women aged 18-35 used the selfie method to post photos on the Facebook social network. A study conducted among owners of smartphones and cameras revealed that about 30% of selfie were made by people aged 18-24.

Its linguistic productivity is seen by the creation of a number of related terms, showcasing particular parts of the body like helfie (a picture of one's hair); a particular activity – welfie (workout selfie) and drelfie (drunken selfie), and even items of furniture – shelfie and bookshelfie [5].

For the first time ever in 2015, the Oxford Dictionaries Word of the Year was a pictograph not a word: officially called the 'Face with Tears of Joy' *emoji*. There were other strong contenders from a range of fields but it was chosen as the 'word' that best reflected the mood of 2015.

Emojis (the plural can be either *emoji* or *emojis*) have been around since the late 1990s, but 2015 saw their use, and use of the word *emoji*, increase hugely.

In 2015 there was a rise in the popularity of emoji - from teenagers chatting on the Internet they reached even the blogs of officials. So, in August, the potential candidate for the post of US President Hillary Clinton asked readers of her Twitter to express their feelings with the help of emoji.

Hillary Clinton
@HillaryClinton
Еще
How does your student loan debt make you feel? Tell us in 3 emojis or less.
11:49 - 12 August 2015

Oxford University Press have partnered with leading mobile technology business SwiftKey to explore frequency and usage statistics for some of the most popular emoji across the world, and emoji was chosen because it was the most used globally in 2015. SwiftKey identified that it made up 20% of all the emojis used in the UK in 2015, and 17% of those in the US: a sharp rise from 4% and 9% respectively in 2014. The word *emoji* has seen a similar surge: although it has been found in English since 1997, usage more than tripled in 2015 over the previous year according to data from the Oxford Dictionaries Corpus.

This graph depicts the usage of the word in 2014-2015.

An emoji is ‘a small digital image or icon used to express an idea or emotion in electronic communication’; the term *emoji* is a loanword from Japanese, and comes from *e* ‘picture’ + *moji* ‘letter, character’. The similarity to the English word *emoticon* has helped its memorability and rise in use, though the resemblance is actually entirely coincidental: emoticon (a facial expression composed of keyboard characters, such as ;), rather than a stylized image) comes from the English words *emotion* and *icon*.

After much discussion, debate, and research, the Oxford Dictionaries Word of the Year 2016 is *post-truth* – an adjective defined as ‘relating to or denoting circumstances in which objective facts are less influential in shaping public opinion than appeals to emotion and personal belief’.

The concept of *post-truth* has been in existence for the past decade, but Oxford Dictionaries has seen a spike in frequency this year in the context of the EU referendum in the United Kingdom and the presidential election in the United States. It has also become associated with a particular noun, in the phrase *post-truth politics*.

Post-truth has gone from being a peripheral term to being a mainstay in political commentary, now often being used by major publications without the need for clarification or definition in their headlines.

The term has moved from being relatively new to being widely understood in the course of a year - demonstrating its impact on the national and international consciousness. The concept of *post-truth* has been simmering for the past decade, but Oxford shows the word spiking in frequency this year in the context of the Brexit referendum in the UK and the presidential election in the US, and becoming associated overwhelmingly with a particular noun, in the phrase *post-truth politics*.

The compound word *post-truth* exemplifies an expansion in the meaning of the prefix post- that has become increasingly prominent in recent years. Rather than simply referring to the time after a specified situation or event – as in *post-war* or *post-match* – the prefix in *post-truth* has a meaning more like ‘belonging to a time in which the specified concept has become unimportant or irrelevant’. This nuance seems to have originated in the mid-20th century, in formations such as *post-national* (1945) and *post-racial* (1971)

The word of the year 2017 is *youthquake*. The noun, *youthquake*, is defined as ‘a significant cultural, political, or social change arising from the actions or influence of young people’.

On 18 April, Prime Minister Theresa May, leader of the Conservatives, called a snap election triggering seven weeks of intense political campaigning. After the British public went to the polls on 8 June, headlines emerged of an unexpected insurgence of young voters.

The Guardian
@guardian
Еще
'Youthquake' behind Labour election surge divides generations
1:09 - 20 June 2017

The graph shows the usage of “youthquake”.

It was in September that the second, and largest, spike in usage of *youthquake* was recorded for the year – and a *youthquake* wasn't even required to deliver this data [4].

These new most used words of recent years have been coined by the following ways of word formation: affixation (selfie, post-truth), loanword *(*emoji), composition (youthquake).

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РАЗРАБОТКА МЕТОДИЧЕСКОЙ СИСТЕМЫ ФОРМИРОВАНИЯ ПОЛИКУЛЬТУРНОЙ ЯЗЫКОВОЙ ЛИЧНОСТИ ПОСРЕДСТВОМ ОБУЧЕНИЯ КУЛЬТУРНЫМ КОНЦЕПТАМ АНГЛИЙСКОГО ЯЗЫКА.

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В данной статье освещаются вопросы, связанные с переорганизацией учебного процесса для глубокого и предельно полного усвоения иностранного языка. Целесообразно изменить традиционную педагогическо-методическую систему и разработать новый подход, базирующийся на введении культурных концептов в систему обучения английскому языку, что в конечном итоге обеспечит формирование поликультурной языковой личности, способной интегрировать в себе элементы чужеродной культуры и осуществлять межкультурную коммуникацию на должном уровне, в процессе обучения английскому языку совместно с изучением культурного компонента языка (кода). В статье исследуется популярное заблуждение о дихотомии культуры и языка, рассматриваются различия между "языковой личностью" и "поликультурной языковой личностью", анализируется актуальность и необходимость введения в образовательную программу препода-

вания культурных концептов, предлагается методическая система формирования поликультурной языковой личности путем разработанных приемов, которые, позволят не только развить базовые лексическо-грамматические навыки, навыки чтения, аудирования и письма у обучающихся, но и окажут влияние на изменение имеющейся "родной" картины мира, делая ее гибкой для восприятия "чужих" когнитивных реалий, и таким образом, формируя у них вторичную концептуальную картину мира.

Ключевые слова: поликультурная языковая личность; дихотомия культуры и языка; культурный концепт; картина мира; межкультурное общение.

DEVELOPMENT OF METHODICAL SYSTEM OF A MULTICULTURAL LINGUISTIC PERSONALITY'S FORMATION THROUGH TRAINING CULTURAL CONCEPTS OF THE ENGLISH LANGUAGE.

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This article covers the issues related to the reorganization of educational process for a profound and more complete mastering of a foreign language. It is advisable to change the traditional pedagogical and methodical system to develop a new approach based on the introduction of cultural concepts in the English language teaching system, which ultimately ensures the formation of a multicultural language personality capable of integrating the elements of a foreign culture and carrying out intercultural communication at the proper level, in the process of learning English together with the studying of linquistic cultural component (code). The article examines the popular misconception about the dichotomy of culture and language, examines the differences between the "language personality" and the "multicultural linguistic personality", analyzes the relevance and necessity of introducing cultural concepts in educational curriculum, suggests a methodical system for the formation of multicultural personality through developed techniques that, will not only develop basic lexical and grammatical skills, like reading, listening and writing, but will also change the existing "native" picture of the world, will make it flexible for the perception of "strange" cognitive reality, and thus will form secondary conceptual picture of the world.

Keywords: multicultural linguistic personality; dichotomous view of language and culture; cultural concept; picture of the world; intercultural communication.

АҒЫЛШЫН ТІЛІНІҢ МӘДЕНИ КОНЦЕПТІЛЕРІН ОҚЫТУ АРҚЫЛЫ КӨПМӘДЕНИЕТТІ ТІЛДІК ТҰЛҒАНЫ ҚАЛЫПТАСТЫРУДЫҢ ӘДІСТЕМЕЛІК ЖҮЙЕСІН ЖАСАУ.

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Бұл мақалада шет тілін терең және толық меңгеру үшін оқу үрдісін қайта ұйымдастыруға байланысты мәселелері қарастырылады. Дәстүрлі педагогикалық және әдістемелік жүйесін өзгертіп, ағылшын тілін оқыту жүйесінде мәдени ұғымдарды енгізу негізінде жаңа тәсіл жасау жөн. Бұл өзге мәдениеттің элементтерін өзіне біріктіретін, ағылшын тілін оқыту үрдісінде тілдік мәдени компонентін (кодын) бірлесе отырып зерттеп, тиісті деңгейде мәдениетаралық коммуникацияны жүзеге асыра алатын көпмәдениетті тілдік тұлғаны қалыптастыруды қамтамасыз етеді. Мақалада тіл мен мәдениет дихотомиясы туралы танымал қате пікір зерттелінеді, «тілдік тұлға» және «көпмәдениетті тілдік тұлға» арасындағы айырмашылықтары қарастырылады, білім беру бағдарламасына мәдени концептілерді оқытуды енгізудің өзектілігі мен қажеттілігі талқыланады, негізгі лексикалық және грамматикалық дағдыларын, білім алушылардың оқу, тыңдалым, жазу дағдыларын дамытып қана қоймай, сонымен қатар қолда бар «туған» әлемнің бейнесін өзгертуге әсерін тигізіп, басқа когнитивті реалийлерді қабылдауға бейім ете алатын құрастырылған тәсілдер арқылы көпмәдениетті тілдік тұлғаны қалыптастырудың әдістемелік жүйесі ұсынылады. Осылайша қосымша концептуалды әлемнің бейнесін қалыптастырады.

Отличительной чертой XXI века является мировая глобализация, в рамках которой происходит диалог культур: развиваются политические, экономические и социальные связи, осуществляется обмен информацией между самыми отдаленными друг от друга странами. Межкультурные контакты подразумевают существование четкого распределения ролей между партнерами, где каждый из субъектов выполняет свою предписанную родной или иноземной культурой роль (хозяин, гость, чужак), соблюдая при этом соответствующую норму поведения. Общество, в попытке одновременно сохранить самобытность своей этнической группы и выйти на новый глобальный универсальный уровень, качественно меняется, становится поликультурным.

В настоящее время интерес к *"англистике"* (*"Englishness"*) во многих странах определился актуальностью английской культуры. Английский язык получил всемирное распространение, став языком международного общения, и вошел в число так называемого "клуба мировых языков", которые используются на крупных международных форумах, наряду с французским, испанским, русским и арабским. В первую очередь подобный успех связан с политическим статусом Великобритании и США, их социально-экономическими успехами и уровнем развития культуры. Английский язык становится своего рода "современной латынью", потому что на нем поступает основной поток научной информации. Им пользуются чаще всего в деловых контактах и случайных встречах между представителями разных национальностей. Знание английского открывает для человека двери во всю мировую культуру.

Глобальные преобразования в мире и потребность нашего общества в успешной коммуникации на английском языке, обостряют проблему, суть которой заключается в том, как эффективно организовать учебный процесс для глубокого и предельно полного усвоения иностранного языка. В связи с этим представляется целесообразным изменить традиционную педагогическо-методическую систему и разработать новый подход, который будет базироваться на введении культурных концептов в систему обучения английского языка, что в конечном итоге обеспечит формирование истинной "*поликультурной языковой личности*".

Еще несколько лет назад теория и методика обучения иностранным языкам, ориентированная на личность обучаемого как субъекта системы обучения, ставила конечной целью становление "*языковой личности*", то есть личности, характеризующейся не столько тем, что она знает в языке, сколько тем, что она может с ним делать. Г.И. Богин определил такую личность, как "ту, которая присваивает язык, личность, для которой язык есть речь" **[1, с. 61]**. Но на данном этапе развития международных отношений этого оказалось недостаточно. В сложившихся условиях мало изучать и понимать лишь язык. Не следует забывать о "внеязыковых" различиях, то есть о том, что существуют различные предметы и явления, о которых у разных наций имеются разные представления. Это вполне естественно и закономерно, поскольку наши образы жизни, мировоззрение, привычки и традиции различны, а это как раз те условности, что определяют национальную культуру.

Изучение иностранного языка в отрыве от его культурного компонента (кода) не просто не создает у обучающихся полной картины о языке, но и может даже повредить при непосредственном контакте с носителями данного языка. Незнание культурного кода другого народа (а сюда входит и знание *этикета*), в лучшем случае вызывает мелкие недоразумения, в худшем - способствует взаимной неприязни народов. Обучающиеся английскому языку должны постоянно помнить, что от понимания самых незначительных, на первый взгляд, особенностей языка или манер поведения нередко зависит успех очень крупных начинаний, например, политических переговоров или деловых контрактов.

Исходя из всего вышесказанного, актуальной задачей сейчас является формирование именно *поликультурной языковой личности*, которая, по мнению И.И. Халеевой, способна интегрировать в себе элементы чужеродной культуры и осуществлять межкультурную коммуникацию на должном уровне. В процессе такого обучения изучаемый язык становится не иностранным по отношению к родному, а еще одним языком и культурой, "пропущенной" через себя, через свое сознание и мировидение **[2]**.

В данной статье предпринята попытка описания эффективных приемов (с т.зр. автора), которые, позволят не только развить базовые лексическо-грамматические навыки, навыки чтения, аудирования и письма у обучающихся, но и окажут влияние на изменение имеющейся "родной" картины мира, делая ее гибкой для восприятия "чужих" когнитивных реалий, и таким образом, формируя у них вторичную концептуальную картину мира.

С целью осуществления поставленной задачи, необходимо ввести в практику преподавания иностранных языков достижения когнитивной лингвистики и лингвокультурологии. Когнитивная лингвистика оперирует понятием "когнитивный концепт" и определяет его как "оперативную содержательную единицу памяти, ментального лексикона, концептуальной системы и языка мозга (lingua mentalis), всей картины мира, отраженной в человеческой психике. Это сведение о том, что человек знает, думает, воображает об объектах мира" **[3, с. 90]**. Другими словами, это индивидуальные содержательные ментальные образования, структурирующие и реструктурирующие окружающую действительность. Лингвокультурология, как наука о взаимосвязях языка и культуры, рассматривает "культурный концепт". Это ментальная сущность, несущая на себе отпечаток духовного облика человека определенной культуры. То есть, *культурные концепты* - это коллективные содержательные ментальные образования, фиксирующие своеобразие соответствующей культуры **[4, с. 74]**.

Культурная информация в языковых единицах представлена именно культурными концептами, которые, реализуясь в языке, играют роль посредника между культурой и человеком. Культура - это чрезвычайно сложное и многообразное явление, пронизывающее буквально все сферы жизни и деятельности человека. Культура - ядро, "душа" общества:

1. это — материальные и духовные ценности человека;
2. это — способ жизнедеятельности людей;

3. это — их отношения между собой;
4. это — своеобразие жизни наций и народов;
5. это — уровень развития общества;
6. это — накапливаемая в истории общества информация;
7. это — совокупность социальных норм, законов, обычаев, традиций;
8. это — религия, мифология, наука, искусство, политика;
9. это — особая знаковая система и т. д. **[5, с. 10]**.

Культуры всех народов внутренне едины, самобытны и уникальны. По мнению культуролога Рут Бенедикт, все культуры рассматриваются как равные по значимости, но качественно разные **[6]**. Таким образом, европейская культура является лишь одним из путей культурного развития.

Культура имеет коммуникационную природу. Она является формой общения между людьми и, следовательно, возможна лишь в такой группе, в которой люди общаются. И если культура рассматривается как система коммуникаций и обмена информацией, то ее компонентами выступают системы знаков и символов, как: язык, религия, этика, фольклор, традиции, социальное устройство, нормы, законы, искусство, наука, философия, предметы быта и т.д. Язык, на котором осуществляется взаимообмен информацией, выступает **средством** общения, но никак не **целью**, как часто принято считать.

Язык формируется и развивается людьми только благодаря совместной, общественной жизни. Поэтому, хотя он и имеет биологические предпосылки к врожденной генетически передающейся по наследству языковой способности, он по своей сущности является феноменом социальным.

Согласно гипотезе Сепира-Уорфа, язык есть не просто средство выражения и оформления мыслей - он определяет ход наших мыслительных процессов и их результаты. Мы расчленяем, структурируем и классифицируем наблюдаемые явления так, как того требует лексика и грамматика нашего языка. Б. Уорф и другие исследователи, свидетельствующие в пользу этой гипотезы объясняют, почему, к примеру, русский человек не только говорит, но и мыслит иначе, чем англичанин. Причина в том, что русский язык регулирует и программирует мыслительные процессы одним образом, а английский - по-другому. Впоследствие, это обнаруживается в разнице между картинами мира **[7, с. 47]**.

Уорф и Сепир правы в том, что язык способен воздействовать на наше мышление и восприятие действительности. Но, в конечном счете, не язык определил мышление, а **мышление** определило свойства, лексику и грамматику языка. Мы, овладевая сложившимся до нашего рождения языком и пользуясь им, разумеется, попадаем в зависимость от него и мыслим в системе его норм и правил. Но сам язык развивается в зависимости от культуры. "Язык обслуживает культуру, а не определяет ее" **[7, с. 49]**.

Несомненно, что история развития культуры отражается в истории развития языка. Основные черты культуры зависят от природной среды, потому что культура является результатом адаптации общества к окружающей среде. Долгое проживание на одной территории откладывает неизгладимый отпечаток на миросозерцание, образ жизни, хозяйственный уклад, манеру общения внутри этноса.

Лингвокультурный подход в обучении представляет собой конкретизацию изучения культурных концептов с точки зрения их ценностного компонента, так как культурный концепт отличается от других единиц, используемых в лингвокультурологии, своей ментальной природой. **Ментальность**, это система стереотипов социального мышления личности, сформированная под влиянием географических и социокультурных факторов. В то же время - это национальный характер, система норм поведения и ценностные ориентиры человека **[8]**. Имеется в виду сопоставление отношения к тем или иным предметам, явлениям, идеям, которые представляют ценность для носителей культуры. Ценностные ориентиры определяют поведение людей в рамках и границах своей культуры и считаются значимым компонентом мировоззрения личности и групповой идеологии, играя важную роль в межкультурной коммуникации.

Обучающийся иностранному языку проникает в культуру носителей этого языка и оказывается под воздействием заложенной в нем культуры. Язык навязывает человеку определенное видение мира. В процессе изучения иностранного языка человек совмещает "чужое" мировидение с существующей в его сознании основополагающей картиной мира, заданной родным языком. Так, на *первичную картину мира* родного языка и родной культуры накладывается *вторичная картина мира* изучаемого языка. Но в отличие от первой, вторичная картина мира не отражается языком, а скорее создается им. Под влиянием вторичной картины мира происходит процесс переформирования личности.

Так как картины мира различны и зависят от определенного бытием сознания, то изучение иностранных языков не сводится к простому механически-мнемоническому процессу перехода с одного кода на другой. Следовательно, главная трудность для многих учащихся заключается в необходимости перестройки мышления, перекраивания собственной, родной картины мира по иноземному образцу, что представляет собой, в первую очередь, психологической барьер. Бытует мнение, что изучение иностранного языка сопровождается своеобразным "раздвоением личности".

Но зачастую учащиеся, а иногда и преподаватели, не осознают, как важно психическое само преобразование.

Возможно, недостаточное внимание этой проблеме объясняет и столь снисходительное отношение к самому концепту "*культура*" в учебной методике. В современной программе иноязычного образования с ним редко считаются, и, вместо того, чтобы обеспечить *культуре* стабильное место в учебном плане, рассматривают этот феномен, как дополнительный "пятый" компонент. Пренебрежение культурной компетенцией привело к тому, что обучающиеся языку понятия не имеют ни о том, какие взаимосвязи существуют у культуры с языком, ни что такое культура в общем. В результате, наблюдаем дихотомию - обучающимся более важен "курс языка", чем "курс культуры".

Фокус на грамматику и лексику, как оказалось, можно принять за прочную базу для развития культурной компетентности и открытости к восприятию чужих реалий. Но это возможно исключительно в случае, если преподаватель культурологически правильно объяснит, скажем, существование единственного английского эквивалента *you* двум русским местоимениям *ты* и *вы*.

Из-за разной концептуализации действительности различается форма вербализации народного опыта, которое выражается в наличии в любом языке *безэквивалентной лексики* и *лакун*. Английскому языку свойственно точность и краткость выражения мысли. Так, русскому слову "рука" соответствуют сразу два слова: "кисть руки" ("hand") и "часть руки от кисти до плеча" ("arm"). Англичане обязательно указывают, какую именно часть они имеют в виду. Такие словосочетания, как "to pay attention" или "strong tea" могут вызвать затруднение, если человек не знает основ лексической валентности (сочетаемости) английского языка.

Основная цель иноязычного образования, то есть формирование поликультурной языковой личности, обладающей компетенцией для межкультурного иноязычного общения, достигается поэтапно, через реализацию системы целей и задач, которые обеспечивают преемственность и непрерывность в формировании всего комплекса иноязычных компетенций, а также достижение конкретных показателей качества обучения в соответствии с международно-стандартными требованиями.

Для того, чтобы в процессе обучения иностранным языкам стало возможным реализовать задачу становления поликультурной языковой личности, необходимо разработать новую методическую систему формирования поликультурной языковой личности. Под методической системой понимается совокупность взаимосвязанных компонентов: целей, содержания, методов, средств, деятельности преподавателей и учащихся, результатов обучения.

В рамках решения исследуемой проблемы можно говорить о следующих целях:

1. Общая (глобальная) цель - формирование поликультурной языковой личности в процессе обучения иностранным языкам, которая соотносится с главной целью, заложенной в государственном образовательном стандарте и востребована обществом (социальным заказом).
2. Поэтапные цели - формирование определенного вида компетенции (нескольких компетенций) в структуре поликультурной языковой личности на каждом отдельном этапе образования.

Задачами поликультурного образования является:

1. Формирование у обучающихся представления о многоязычии;
2. Воспитание толерантного отношения к языковым и культурным различиям;
3. Формирование языковых умений и навыков, характерных для носителей определенной языковой культуры.
4. Формирование культурных сценариев (эталонных программ жизнедеятельности данной культуры: знания, ценности, идеалы, нормы и правила поведения).
5. Развитие культуры речи у обучающихся (умение наиболее эффективным образом использовать коммуникативные функции языка.

Культура речи определяется двумя основными факторами: 1) соблюдением общепринятых языковых норм; 2) особенностями индивидуального стиля речи).

Все перечисленные компетентности представляют собой основные компоненты поликультурной языковой личности, востребованной в условиях глобального поликультурного общества.

Методы и подходы обучения:

1. Понимающий подход.

Понимающий подход позволяет изучать изменения в культуре и личности, которые происходят в результате встречи с "иным", развития нашей способности к межкультурной коммуникации, формирования личности - посредника между культурами. В качестве цели межкультурного общения при этом подходе выдвигается рост взаимопонимания культур. Основным способом его достижения является приобретение соответствующих общественных навыков, включая изучение языка, форм поведения, установление новых социальных связей и др. Ведущее значение при достижении взаимопонимания культур имеет изменение отношения к межкультурным различиям. Именно позитивное отношение к существующим различиям между культурами считается в рамках понимающего подхода свидетельством овладения необходимой способностью к межкультурному общению **[9, с. 443]**.

2. Сопоставление культур.

Сопоставление различных культур требует использования более широкого спектра специальных дисциплинарных аналитических средств и понятий. Рекомендуется обращаться к методам философии, логики, социологии, языкознания, психологии, семиотики, историческим методам.

3. Критическое восприятие культуры.

Обычное *понимание* характерных черт иноязычной культуры формирует компетентность, но не компетенцию. Формирование концептуальной картины мира у обучающихся достигается критическим анализом и наблюдением.

Обучение языкам должно восприниматься как база для лингвистической и культурной компетентности, а не как способ передачи информации. Язык - это орудие, а не цель.

Таким образом, поликультурное образование - это важная составная часть современного общего образования, которое является наилучшим средством для познания родного языка, развития диалектического мышления и формирования поликультурной личности. Сведения о жизни других народов расширяют кругозор людей, позволяют им новыми глазами посмотреть на мир и на свою жизнь, осознать особенности своего бытия, внести полезные новшества в свой образ жизни. "Разные языки - это отнюдь не различные обозначения одной и той же вещи, а различные видения ее. Языки - это иероглифы, в которые человек заключает мир и свое воображение" (В. фон Гумбольт).

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THE CONTEXT OF TELECINEMATIC DISCOURSE IN BRITISH SITUATION COMEDIES

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The article considers the current issues of telecinematic context in the discourse of British sitcoms, or Britcoms. Telecinematic discourse originates in the conventions of film-making and combines the effects of language, staging, acting, filming, editing and post-production that merge into a single flow of speech, sound and visual imagery while telling a story and developing certain themes, motifs, and central points. That is why the context of britcom discourse is understood through the "situation", which presents a dynamic picture with a quirky principal character in the centre and a set of supportive characters. A strict format has a great impact on the rules which organize the situation that can be studied from the perspective of the following generic elements: title (text's strong position and a material base for the britcom discourse's implication), context of settings (reveals characters' status and position), "real-life", "in-head" and "flashback" scenes, participants, general theme-situation (presented in the form of macro-proposition) and sub-themes (represent contextualizing information devoted to one theme-situation).

Key words: telecinematic discourse; situation comedy; contex.

КОНТЕКСТ КИНЕМАТОГРАФИЧЕСКОГО ДИСКУРСА В БРИТАНСКИХ СИТУАЦИОННЫХ КОМЕДИЯХ

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Статья рассматривает современные проблемы кинематографического контекста в дискурсе британских ситкомов, или коротко бриткомов. Кинематографический дискурс основан на законах фильмографии и соединяет в себе эффекты языка, сцены, действия, съемки, монтажа и показа, которые сливаются в единый поток речи, звука и визуальных эффектов, рассказывающих всякий раз определенную смешную историю и развивающих определенные темы, мотивы и идеи, часто повторяющиеся из сериала в сериал. Вот почему контекст дискурса бриткомов следует изучать сквозь комплексную "ситуацию", которая разворачивает динамичную картину с экстраординарным главным персонажем в центре сюжета и группой сопутствующих персонажей, призванных поддерживать дурачества и буйства главного персонажа. Ограниченный формат оказывает огромное влияние на правила организации ситуации, которая может быть изучена через спектр таких элементов, как: название (сильная позиция текста и материальная база для импликации дискурса бриткома), контекст антуража (раскрывает статус и позицию персонажей), настоящие, выдуманные и флэш-бэк сцены, сами участники, общеобъемливающая тема-ситуация (представленная в виде макро-пропозиции) и под-темы (представляющие контекстуализированную информацию, относящуюся к единственной теме-ситуации).

Ключевые слова: кинематографический дискурс; ситуационная комедия; контекст.

БРИТАНДЫҚ ЖАҒДАЯТТЫҚ КОМЕДИЯЛАРЫНДАҒЫ ТЕЛЕКИНЕМАТОГРАФИЯЛЫҚ ДИСКУРС КОНТЕКСТІ

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Мақалада Британдық жағдаяттық комедияларындағы (British sitcoms немесе Britcoms) телекинематографиялық дискурс контекстінің өзекті мәселелері қарастырылады. Телекинематографиялық дискурсы кино түсіру жағдайында туындайды, тілдің әсері, қойылым, актерлік, кино түсіру, өңдеу, монтаж жасауды біріктіріп, сөйлеу, дыбыстық және визуалды бейнелердің бірыңғай ағынына айналып, тақырыпты, оның сарынын, негізгі идеяларын дамыта отырып әңгімелейді. Сондықтан Британдық жағдаяттық комедияларындағы (British sitcoms немесе Britcoms) дискурсының контексті ортада бірегей басты кейіпкері мен қосымша кейіпкерлердің жиынтығы бар динамикалық бейнені ұсынатын «жағдай» арқылы түсініледі. Қатаң форма келесі жалпы элементтер тұрғысынан зерттеуге болатын жағдайды реттейтін ережелерге үлкен әсер етеді: атауы (мәтіннің күшті позициясы және Британдық жағдаяттық комедияларындағы (British sitcoms немесе Britcoms) дискурсының импликациясына арналған материалдық база), жағдай мәтінмәні (кейіпкерлердің мінезі мен дәрежесін айқындайды), «нақты өмір», «елестету» және «еске алу» көріністері, *қатысушылар, жалпы тақырыптық жағдай (макро-пропозиция түрінде ұсынылған) және қосалқы тақырыптар (белгілі бір жағдайға арналған контекстуалды ақпарат).*

Түйінді сөздер: телекинематографиялық дискурс, жағдаяттық комедия, контекст.

Today's media film research is strongly influenced by the methodology and mind-set of research on television drama, which takes scripted conversation in fictional interaction as its object of investigation. An underlying assumption is that dialogue in television drama can be seen as a type of language in use and approached with roughly similar methods and pragmatic questions as those used in analyzing natural discourse. Being apparently not a firmly established academic concept, **telecinematic discourse** is nevertheless a term of a current use. Similar to "cinematic discourse", it is a form communication not *in* film but *through* it. Telecinematic discourse originates in the conventions of film-making and combines the effects of language, staging, acting, filming, editing and post-production that merge into a single flow of speech, sound and visual imagery while telling a story and developing certain themes, motifs, and central points **[1, p.1]**.

Telecinematic britcom discourse operates in two fields: ***the production field***, representing the *interaction of fictional participants*, and ***the viewing field***, which concerns the *viewer's perception* and *interpretation* of the story line in general [1, p.13]. In other words, britcom displays two layers: the characters' fictional layer and the collective sender's layer responsible for the construction of the former for the sake of the viewers' entertainment.

"Context" is a crucial term in the field of discourse analysis, because as Simpson explains, "discourse is context-sensitive" **[2, p.7]**. According to Widdowson *context* is defined as "a psychological construct" and "a conceptual representation of a state of affairs" **[3, p.22]**. To understand what the speaker says and what he means by the utterance, the listener should make an essential connection between the language and the shared physical setting. The context of an utterance is not simply the situation where the utterance is realized, but it is composed of the features of the situation that the participants see as relevant. Yet, in some cases situation aspects do not play much role and the context is rather based on a shared background knowledge, mainly on cultural **[3, p.20]**.

The current article conveys the context of British situation comedy's (britcom's) discourse - one of the defining and most enduring genres in British television. The context of britcom discourse is understood through the ***situation***. For britcom series have a strict format (6-7 episodes per series with 25-30 min) and often compete for the viewers' choice, the episodes present a dynamic picture with a quirky principal character in the centre. That is the reason, why some britcoms tend to refer directly to their principal characters in the **title**. Title plays an important role, being the text's strong position and a material base for the britcom discourse's implication. Thus, britcoms can be *eponymous* and *biographical* (*Miranda, Reggie Perrin, Blackadder*), *toponymic* and *semi-eponymous* (*Black Books* = Black's Books shop*, Fawlty Towers* = Fawlty's hotel), *status-indicative* (*Yes, Minister*, *The Vicar of Dibley*). Title can point at (mainly principal) characters' distinctive qualitative feature and hint on the subsequently arising problem (*One Foot in the Grave* series is about an elderly man*, Absolutely Fabulous* is about a fashion designer*, Siblings* is about sister-brother relationships, etc.).

"Pilot" episodes present its principal character in a simple and fixed position to make it clear for the viewers, when, where and how the character lived, lives and will live until the end of the series. The simplier the introduction part is, the faster the viewers comprehend the situation and go on catching unfolding events. Thus, in pilot episodes characters may start from a direct self-presentation ("Previously in my life..." segment in *Miranda,* "lead-in titles" in *Blackadder*), or the viewers may find a character in his/her most frequent place - usually at home (*Only Fools and Horses, Vicious, Absolutely Fabulous, Reggie Perrin, Siblings*), or at "home" joined with the work place (*Fawlty Towers, Black Books, Miranda*). One more starting variant is the presentation of a "just-about-to-change" situation, which will turn the principal character's life upside-down, and the viewers are to watch how the difficult situation is handled (for example, involuntary early retirement in *One Foot in the Grave*, entering the government in *Yes, Minister*, assignment as a female vicar in *The Vicar of Dibley*).

Although restricted by studio, budget and time shortage, in-door and out-door settings match the situation presented in britcom discourse. Middle and low-class presenting discourse uses **the context of settings** to reveal characters' status (a council flat in Peckham, Covent Garden flat in the prestigious West End, a paid-for house, etc.). *One Foot in the Grave* Victor resides in a typical suburb in southern England - the context depicting the routine life of an absolutely ordinary elderly couple. *Miranda*'s joke shop points at flippancy and naughtiness of the principal heroine. *Black*'s second-hand bookshop on a quiet London street enables Bernard Black to lead a "stuffy", done life.

Almost all Britcoms of 70-s and 80-s present "real-life" discourse **scenes**, mainly because of the poor camera facilities (except for *Blackadder* and *The Vicar of Dibley*). But now, some modern britcoms have a realistic tendency, too, either because of the seriousness of the depicted situation (the political discourse of *The Thick of It*), or in order to re-create everyday life as mediocre as it is (*One Foot in the Grave, Vicious, Siblings*). Other britcoms exploit impressive forms of scenes to plunge the viewer deeper into the situation and to force laughter through a quick departure into an imaginary world. Thus, fictional parts may include "in-head scenes" (*Miranda*'s imagined juggling in a clownish costume; *Reggie Perrin*'s sexual fantasies about his co-worker Jasmine and a giant mace with the help of which he smashes the people who annoy him, including other improvised means of how to get rid of his boss, mother, or psychotherapist). Also there are frequent "daydreaming" and "flashback scenes" (the bride that *Blackadder* pictured to himself; *Absolutely Fabulous*' memories), as well as "nightmare scenes" (*Absolutely Fabulous* Edina saw that the plastic surgery destroyed her body; *Blackadder* sees a ghost of Richard III, whom he killed, during the whole episode).

Parts of real-life discourse and fictional telecinematic discourse are interwoven and can be divided into 2 types - those, which mirror real conversations, and those, which are typical of film discourse only. In the second case telecinematic ploys and careful construction of interactions facilitate the occurrence of various humour forms based on communicative phenomena which would either be impossible in everyday discourse or would not carry any humorousness for any participants.

Yet, real-life discourse situations constitute a firm basis for britcoms, contributing to the viewers' comprehension and belief. They are common "social codes": greetings and acquaintances - "It's great to see you. It's been ages", *"You remember Stevie? Stevie, it's Gary."* (*Miranda*), *"Here, you know my brother, don't you, eh?"* (*Only Fools and Horses*); "communicative formulars" (*"Wish me luck"*) and "friendly gestures" (handshaking, greeting kisses).

In some cases standard conversational cliches are violated for comic effect. In the examples below two common polite questions are followed by two inappropriate answers, which can be regarded as sarcasm, but in fact, are flirting:

1. *Ash:* Do you mind if I use your toilet?

Freddie: Mind? We'd be devastated, if you didn't.

2. *Ash:* I hope I'm not bothering you.

Freddie: Bothering us? We should give you a key!

(Vicious, 1 episode, 1 series)

Moreover, real-life situations include diverse "at-work formats", dates, reunion lanches with school friends, celebration of Christmas with family, visiting pubs, restaurants, nightclubs; bureaucracy, general elections, public performances, birth and death, marriage and divorce, church service, doctor visits, etc. Allusions, citations, songs and contemporaries - all these means bring fictional situation closer to reality, but, in whole, re-created situations often lack logical accuracy (kept carefully, for example, in drama). Whilst britcoms abound in the whole gamut of implausible events - *gags* **[4, p.28]**, depending on concatenation of coincidences, slapstick, absurdity or characters' stupidity, attempted reality of situations balances between a funny probability and an utter improbability:

(Knock at the door) Bernard puts the accounts aside: Thank Christ! *(opens the door)* Yes?

2 Jehovah witnesses: Could we talk to you about Jesus?

(Black Books, episode 1, series 1)

Often britcom type situational patterns roam from one britcom to another, becoming a britcom cliché. Such ***situational clichés*** *include:*

1. Pretence

1) Miranda and Gary pretend to have Cliff and Richard sons when challenged by a customer in the shop.

2) Sir Humphrey pretends to help Jim Hacker, while in fact ruins his plans.

2. Confusion

1) Miranda rushes to what she believes is Gary's wedding, where he is actually a best man for Clive.

2) *Annie picks the phone, Hacker hears "PM" and thinks that Prime Minister is calling. He snatches the phone:*

Hacker: Jim Hacker here...

Journalist: Are you available this afternoon?

Hacker: Yes. Any time you like.

Journalist: Could we interview you?

Hacker: I'd been hoping you'd call.

Journalist: What job do you think you're likely to get?

Hacker: I beg your pardon?

Journalist: What job do you think you're likely to get?

Journalist: That's for you to tell me.

Hacker: What?

Journalist: Well, it's not up to me to say.

Hacker: That's for the PM to say. You're the PM's office... Oh, I see. The BBC PM office! How silly, what a silly mistake... Yes... yes. Good bye. (Yes, Minister, episode 1, series 1)

3. Tangle

1) Miranda realizes that Gary never said he loved her, so, when she confronts him, Gary tells that Miranda's distinctive lack of confidence is a problem for their relationships.

2) Malik refuses to give the Kuvera statuette until he gets 4000 pounds for it, while Ram refuses to pay 4000 pounds until Malik gives him the statuette.

4. Bad time for revealing a deadly secret

1) Miranda learns that Gary has a secret wife in Hong Kong.

2) Edmund Blackadder learns that the King Richard IV is not his biological father.

5. Presence of over-hearers

The new head of Buranda (HB) *blackmails an investment from MP, who is sitting in front of him with his counsellor Sir Humphrey (SH).*

SH in a side-way whisper: Ask him on what terms.

MP addresses to HB: On what terms?

HB: Repayment of the capital not to start before ten years. And interest free.

SH hides his face behind the folder: Fifty million pounds... it's a lot of money.

MP also covers his mouth: I see, well in that case...

SH: But that doesn't mean we can't talk about it?

MP: Interest free? Ten years?

SH: Assuming a 10 % interest, he's asking for a free gift of fifty million pounds.

MP repeats the thought to HB: It would appear that you're asking for a free gift of about fifty million pounds. (Yes, Minister, episode 2, series 1)

6. Presentation of a new outfit

1) *Blackadder* shows his new "black outfit", then a "gay disguise", Lord Percy presents his new enormous collar.

2) *Miranda* enters her joke-shop in a transvestite dress.

7. Outcry behind the door

Enraged *Reggie Perrin*, as well as the manager from *One Foot in the Grave* slammed the door of their offices, cried out loud and returned at once in a tranquil state.

8. Failure to notice or recognize someone

1) *Dibley*'s council told a newcomer Geraldine, how awful it would be, if a woman became their new vicar, without knowing that she was that same vicar sent to their village.

2) Victor had not noticed a neighbour in his attic and trapped the old woman for day in it.

9. Individual amusement

1) *"Are you laughing? There is nothing funny here!"*

2) *Sir Humphrey explains Hacker how the Department works, and Hacker mocks at the bureaucracy:*

Sir Humphrey: The PM will be appointing two Parliamentary Under Secretaries, and you will appoint your own Parliamentary Private Secretary.

Hacker: Can they all type?

Sir Humphrey: None of us can type. Mrs. McKay types. She is the Secretary.

Hacker: Pity, we could have opened an agency.

Sir Humphrey: Very droll, sir.

Hacker: Yes, very very amusing. I suppose, they all say that.

Sir Humphrey: Certainly not, Minister. Not quite all. (Yes, Minister, episode 1, series 1)

10. Stupid joke on a recent unpleasant event

1) *Reconciliation scene, Gary is sure that Miranda is not obsessed by wedding:*

Gary: Great. Was there anything else? Did you want to order some food?

Miranda: Do you do wedding cakes?

Gary: No, no!

Miranda: That was a joke. That was the worst kind of joke I could have made.(Miranda, episode 1, series 1)

2) *Del has been tricked by the Indian fraud:*

Del: Oh terrific, come on - let's get something to eat, I always feel emotionally peckish when I've been gutted.

Rodney: Well there's a curry house down the road Del. Only joking, Del Boy... Del! (Only Fools and Horses, episode 3, series 1)

11. Interaction with strangers

1) The customer is always distracted from purchase by the probing questions of Stevie and Miranda.

2) Tired from cycling *Reggie Perrin* stopped a fellow and gave him his bicycle for good.

12. Choral response

1) *Miranda* and Stevie give a choral answer on Penny's questions for fun.

2) *Reggie Perrin*'s subordinates' choral response means their empty-headedness.

13. Non-existent noise for a conversation change, or a sarcastic turn:

1) *Del: What's that rumbling noise?*

Rodney: I didn't hear anything.

Del: No, it's alright, it's Mum turning in her grave. (Only Fools and Horses, episode 1, series 1)

2) *Bernard: Did you hear that?*

Accountant: What? What?

Bernard: Oh, nothing. You're lucky I'm so... accommodating. (Black Books, episode 1, series 1)

14. Speeded unexpected reconciliation

1) *Stuart: I can never forget it. You said some very hurtful things which you can never take back. I don't see how we can ever get over this.*

Freddie: Stuart, I'm sorry.

Stuart: Oh, that's all right. (Vicious, episode 1, series 1)

2) *Gary: Miranda.*

Miranda: Hello, Gary, that is weird seeing you here. [...]

Gary: Look, I was going to come and see you later, I should apologize about last night. I shouldn't have stormed off without you explaining everything. There was a stock mix-up. You don't need to explain, but you do need to let me take you out for a drink later.

Miranda, speechless: OK.(Miranda, episode 1, series 1)

3) *Rodney and Grandad admitted that they had lied Del about his girlfriend to separate them: We was only thinking of you, Del.*

Del: You was only thinking of me! You couple of... rascals! What am I going to do with you two, eh? What am I going to do with you? Got you out of schtuk didn't it!

Grandad, quietly: Yeah, we're alright on our own - we don't need no birds.

Del: No, no, not if you say so, Grandad... Here, go on, go on, put the kettle on, eh? (Only Fools and Horses, episode 5, series 1)

15. Wreck situations that have neither an outcome, nor further disastrous impact

1) Del had lost everything all his property - leather coat, D-necklace, Vauxhall Velox, Grandad's TV - being tricked by an Indian fraud, but all the items returned inexplicably in the next episode.

2) Edmund Blackadder discovered the secret, that his mother had had a love affair, so he was a "bastard" without any claim for the throne. Nevertheless, this fact didn't change the principal character's fate.

Very often verisimilitude is violated for humourous effect, even if the communicative act resembles a real-life one:

Del, Rodney and Grandad are lying in beds in the fall-out shelter:

Del: Yeah alright, well, good night, Rodney.

Rodney: Goodnight, Del. Night, Grandad.

Grandad: Goodnight, Rodney.

Rodney: Night, John Boy.

Del: Shut up.

After a short pause Grandad: War is hell.

Del: What?

Grandad: War is hell! Alan Ladd said that.

Del: Did he really? Go to sleep.

Grandad: Or was it Audie Murphy?

Rodney: I dunno, I'm tired.

Grandad: It must have been one of 'em!

Del: Well, perhaps they both bloody said it! Now go to sleep, will you?

Grandad: No, that was Rock Hudson!

Del: For crying out loud, will you two go to sleep! (Only Fools and Horses, episode 6, series 1)

Finally, all the elements of discourse - the title, the settings, the scenes, the participants are defined by the story focus - a general **theme-situation** presented in the form of *macro-proposition*. "Global problem" starts to manifest itself from the first minute of pilot episode and remains unsolved until the end of the series and only in rare occasions geting at last a resolution. General theme-situation can be revealed by different individual discourses, but those **sub-themes** be devoted only to one theme-situation. So, when a theme-situation comes to an end, all individual discourses also end. Sub-themes can depend on each other or be a logical consequence of theme-situation. Sub-themes represent *contextualizing information* which opens discourse, preceeds the introduction of the theme and contains the keys of contextualization with the help of which the viewers start to understand the implicite meanings.

For example, within a permanent "Lonely people want family" theme-situation *Miranda* faces smaller sub-problems, like "Inferiority complexes", "Beauty standards" and others. The main theme in *Only Fools and Horses* can be defined as "The Trotters' Family", as it is "Miranda" and "Reggie Perrin" for the eponymous series, because these principal characters suffer mainly from who they are.

As rule, the problematics of Britcom series corresponds to the real-life state of affairs. It mirrors socially and politically acute issues, bringing fictional characters close to the viewers' understanding and approval. Along the 6-7 episodic way paved by the authors' will, characters pursue their goals, fight suddenly emerging difficulties and work for a happy life. Thus, one common thing that unites all the problematic themes is a *struggle* for money, power, survival, or love. Surprisingly or not, but britcom struggles are essentially unproductive, or at least semi-productive. For example, Jim Hacker keeps trying in vain to reform the Civil Service and to reduce bureaucracy (*Yes, Minister*), Edmund Blackadder's intrigues about succession to the throne result in his inglorious death (*Black Adder, series 1*), Reggie Perrin and Victor want to change the world - to make people kinder, but they not in the position of power to succeed.

In 8 cases of 13 the problem development has led to a zero result, in 1 it has caused a negative result (death), in 4 the problem has been resolved for good - all love based britcoms tend to have a happy end with weddings and marital bless (*Miranda*, *Vicious, Only Fools and Horses, The Vicar of Dibley*).

The examples above demonstrate, how real-life and fictional parts of discourse co-exist and struggle with each other. Reality-based situations tend to be brought to absurd by the means of impossible events, quirkiness and clothes, yet maintaining plausible for the viewers. As Morreall rightly notes, since humour involves "a jolt to our picture of reality, it is important in any extended sequence of humour stimulus, such as a comic monologue or play, to maintain an atmosphere in which the audience's sense of reality is preserved." Therefore, he continues, a film "which stays pretty close to reality and builds its incongruity on plausible events, can be amusing from beginning to end; by preserving our sense of reality and our ordinary expectations, it can jolt us with incongruities again and again" **[5, p.83]**. In other words, humour sounds plausible in britcom context reminiscent of real world people and their interactions, so that fictional characters and their problems become no less intriguing, than in dramas.

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НАУЧНЫЕ ИССЛЕДОВАНИЯ В УЧЕБНЫХ ЗАВЕДЕНИЯХ ГОРОДА КУСТАНАЯ В ГОДЫ ВЕЛИКОЙ ОТЕЧЕСТВЕННОЙ ВОЙНЫ

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Данная статья знакомит с исследованием в сфере развития науки в Кустанайской области в годы Великой Отечественной войны. На основе анализа архивных документов, периодической печати и ряда работ исследователей показан процесс развития науки в Кустанайской области в 1941-1945 года. Исследована роль эвакуированных учёных из Белорусского госуниверситета, Московского госуниверситета, Украинской Академии Наук, Киевского госуниверситета, Ленинградского госуниверситета, Кубанского, Харьковского, Витебского педагогического и других институтов, повлиявших на общий уровень научно-исследовательской и просветительской работы в Кустанайской области в тяжелые годы войны. Также отмечается роль эвакуированного Азово-Черноморского института, функционировавшего в г. Кустанае, подготавливал инженеров, механиков для совхозов, автобаз, ремонтных заводов и исследовательских учреждений системы НКСХ СССР, и Новороссийский институт цитрусовых культур.

Основное внимание в статье автор акцентирует на анализе Кустанайского учительского института, правопреемниками которого ныне стали Костанайский государственный университет имени А. Байтурсынова и Костанайский государственный педагогический институт. В *качестве исследовательской задачи автором была определена попытка оценить научные учебные заведения города Кустаная в годы Великой Отечественной войны.*

Данная статья предназначена широкому кругу читателей.

Ключевые слова: Кустанайский учительский институт, наука, Великая Отечественная война.

ҰЛЫ ОТАН СОҒЫСЫ ЖЫЛДАРЫНДА ҚОСТАНАЙ ҚАЛАСЫНДАҒЫ ОҚУ ОРЫНДАРЫНЫҢ ҒЫЛЫМИ ЗЕРТТЕУЛЕРІ

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Бұл мақала Ұлы Отан соғысы жылдарында Қостанай облысында ғылымды дамыту аясындағы зерттеу жұмыстарымен таныстырады. Мұрағат құжаттарын, баспахана баспаларын және бір-екі саран зерттеушілердің жұмыстарын талдаудың негізінде 1941-1945 жылдарда Қостанай облысындағы ғылымның даму үрдісі көрсетілді. Соғыстың ауыр жылдарында Қостанай облысында ғылыми-зерттеушілік және ағартушылық жұмыстарының жалпы деңгейіне ықпал жасаған Белорусь университеттерінен, Украина Ғылым Академиясынан, Мәскеу университеттерінен, Киев пен Ленинград университеттерінен, Кубан педагогикалық, Харьков пен Витеб педагогикалық және басқа да институттарынан жер аударылған ғалымдардың рөлдері зерттелді.

Сондай-ақ, КСРО Халық комиссариатының ұжымшарларының зерттеушілік мекемелік жүйелеріне, жөндеу зауыттарына, ұжымшарлар үшін механиктерді, инжинерлерді дайындаған Қостанай қаласына көшіріліп, өз жұмысын жасаған Азов-Қара теңіз институты және Жаңаресейлік цитрус өсімдіктер институтының рөлі көрсетілген.

Автор мақалада қазіргі таңдағы А. Байтұрсынов атындағы Қостанай мемлекеттік университеті мен Қостанай мемлекеттік педагогикалық институтының қалыптасуына негіз болған Қостанайлық мұғалімдер институтына ерекше назар аударылды. Автордың зерттеу міндеттерінің негізінде Ұлы Отан соғысы жылдарында Қостанай қаласының ғылыми оқу орындарына баға берудің алғы шарттары жасалды.

Бұл мақала кеңауқымды оқырмандарға арналған.

Түйінді сөздер: Қостанайлық мұғалімдер институты, ғылым, Ұлы Отан соғысы.

SCIENTIFIC RESEARCH IN EDUCATIONAL INSTITUTIONS OF KUSTANAY DURING THE GREAT PATRIOTIC WAR

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This article introduces a study in the field of science development in Kustanay region during the Great Patriotic War. Based on the analysis of archival documents, periodicals and a number of works of researchers it shows the development of science in Kustanay region in 1941-1945. The paper explores the role of the evacuated scientists from Belorussian State University, Moscow State University, Ukrainian Academy of Sciences, Kiev State University, Leningrad State University, Kuban, Kharkov, Vitebsk Pedagogical and other institutes who influenced the general level of scientific research and educational work in Kustanay region during the hard years of the war.

The evacuated Azov-Black Sea Institute functioning in Kustanay city was also noted. It trained engineers, mechanics for state farms, motor depots, repair plants and research institutions of the People's Commissariat of grain and livestock state farms system of the USSR and Novorossiysk Institute of Citrus Crops.

The author focuses on the analysis of Kustanay Teachers' Institute the successors of which are now A. Baitursynov Kostanay State University and Kostanay State Pedagogical Institute. As a research task, the author attempted to evaluate the scientific educational institutions of Kustanay during the Great Patriotic War.

This article is intended for a wide range of readers.

Keywords: Kustanay Teachers' Institute, science, Great Patriotic War.

История нашего института неотделима от истории Костанайской области, являющейся одной из самых крупных в Казахстане. Становление высшего педагогического образования в Кустанае проходило в сложное и противоречивое время [1, с.1]. В предвоенное время, 1939-1940-ой учебный год стал первым в жизни Кустанайского учительского института, первого вуза в истории становления высшего педагогического образования в городе и области, правопреемниками которого ныне стали

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В предвоенный год состоялось заседание президиума Кустанайского областного исполнительного комитета Совета депутатов трудящихся. На заседании которого обсуждался вопрос об организации Кустанайского учительского института и его отделений. Президиум облисполкома постановил: «организовать на базе Кустанайского Казахского педучилища с 1 сентября Кустанайский учительский институт в составе двух факультетов – физико-математического и географического; организовать при институте подготовительное отделение и сектор по заочному отделению» [2, л.43]. При директоре и под его председательством был организован Совет Кустанайского Государственного учительского института [3, л.2]. Наиболее важные вопросы, требующие обсуждения в коллективе всего преподавательского состава, разрешались на совещании при учебной части в Совете института. По своему профилю институт готовил преподавателей естествознания, географии, математики и физики [4, с.21]. Первым исполняющим обязанности директора учительского института был назначен Даулет Ибраев, имеющий значительный педагогический опыт. В этой должности он проработал только первые, самые горячие дни начала нового учебного года и затем был назначен заместителем заведующего Кустанайским облоно, где постоянно оказывал помощь и поддержку учительскому институту. С большим повышением ушёл на работу в аппарат Наркомпросса КазССР и второй директор (исполняющий обязанности) учительского института Торегали Жумагазин (Джумагазин). Кустанайская земля стала кузницей кадров по подготовке специалистов для народного образования советского Казахстана, создания казахской национальной интеллигенции [5, с.27].

К началу Великой Отечественной войны становление Кустанайского учительского института еще не завершилось. Институт продолжал свою деятельность, и, несмотря на тяжелые дни военной поры, как и прежде продолжал готовить учительские кадры. В рамках научно-исследовательской работы уделялось внимание изучению немецкого языка как иностранного, для сдачи кандидатских экзаменов преподавателями института. Об этом говорит: «Отчёт Кустанайского Государственного Учительского Института «О ходе выполнения плана Научно-исследовательской работы за 1940-41 учебный год»: «§ 7. «Организовать и начать работу кружка по изучению немецкого языка» - выполнен. Для преподавания приглашена высококвалифицированный преподаватель с университетским образованием. Кружок работает один раз в неделю – по 2 часа» [6]. Пример всем коммунистам показывал секретарь первичной парторганизации и он же заведующий кабинетом марксизма-ленинизма Ахметгали Айтмухамбетов (первый в истории института на той и другой должности). Он направлял ход деятельности не только на узких партсобраниях, но и на коллективных мероприятиях.

В первые месяцы войны существенно изменился состав преподавателей и сотрудников института. В ноябре 1941 года был призван в ряды РККА директор института И.П. Найденов, в марте 1942 года заместитель директора Т. М. Мусакулов. Ушли на войну Х. Ф. Юманкулов, М. Б. Гренадер, Б. Н. Шибаев, Г. Асанов, Попов и Бисембаев. Всего же с июля 1941 года по март 1944 год в армию было мобилизовано 18 работников института и 42 студента. Немало ушедших на фронт пало смертью храбрых. С июля 1941 года в состав преподавателей и сотрудников института влились представители эвакуированного из Белорусской ССР Витебского педагогического института [1, с. 16]. Так, в местной газете «Сталинский путь» 22 августа 1941 г. была опубликована заметка, что в Кустанайском учительском институте теперь занятия с нового учебного года будут вести учёные из РСФСР, Украинской ССР, Белорусской ССР: «Педагогику - профессор, доктор педагогических наук т. Я. Б. Резник, психологию – доцент, кандидат педнаук т. Е. К. Матлин, зоологию – ассистент С.М. Саркисян, математику – зав. кафедрой, профессор П. Г. Куликовский, биологию – доктор биологических наук, профессор зав. кафедрой естествознания и географии Л. И. Никонов, на кафедре русского языка и литературы известный еврейский писатель – драматург, доцент Л. Б. Резник» [7, с.58].

Профессорско-преподавательский состав не просто резко поменялся, а приобрёл совершенно новые качественные характеристики. Сохраняя многонациональный состав (семь национальностей), коллектив обогатился опытными учёными, первыми в городе и области докторами и кандидатами наук, профессорами и доцентами (шесть человек). Когда в Кустанай в числе эвакуированных пришла большая группа вузовских работников, в том числе специалистов по русскому языку и литературе, в институте возникла возможность открыть новое отделение - русского языка и литературы (первоначально оно было вечерним). «Приказом № 166 от 5 ноября 1941 г.» была образована кафедра русского языка и литературы. Первый набор студентов-филологов на вечернее отделение, открытого 5 ноября 1941 г. состоял из 18 человек. Условия для занятий, как на вечернем отделении были сложными. Первым заведующим кафедрой был назначен известный еврейский писатель-драматург, доцент Липа Борисович Резник. Как свидетельствуют архивные данные, в последующие годы войны кафедрой русского языка и литературы в годы войны заведовал ст. преподаватель Н. В. Быстролетов. Благодаря эвакуированным учёным поднялся общий уровень учебно-методической работы. Стали полновесно функционировать все кафедры института. В 1941 году в Кустанайском Учительском Институте было 5 кафедр: естествознания и географии, физики и математики, педагогики, основ Марксизма-Ленинизма, языка и литературы [7, с.61].

В учительском институте стали работать профессора и доценты Белорусского госуниверситета, Московского госуниверситета, Украинской Академии Наук, Киевского госуниверситета, Ленинградского госуниверситета, Кубанского, Харьковского, Витебского педагогических и других институтов. 19 октября 1941 года по решению областной эвакуационной комиссии были эвакуированы только научные работники. Преподаватели направлялись в распоряжение Кустанайского облоно и Наркомпроса Казахской ССР для работы по специальности в школах. Надо отметить, что в эвакуации фактически были всего 11 человек, среди них: Л. М. Шифнер, П. Д. Мощанский, Г. Т. Сиводедов, А. И. Краснова, П. С. Глаголев и другие. Интересно, что указанных вузовских учёных, преподавателей высшей квалификации в составе ППС Кустанайского учительского института не оказалось, значит, все они были направлены работать в педучилища, техникумы и школы области. Ветераны, сельские школьники военной поры до сих пор вспоминают, что у них вели уроки преподаватели вузов, эвакуированные из европейской части СССР [7, с.63].

Несмотря на все трудности, с началом войны высокие задачи ставились в проведении научно-исследовательской работы. В «Приказе № 127 от 19 августа 1941 года» указывалось: «планы НИР должны быть конкретны, исходить из потребностей научно-методической работы, задач нашего института, в тесной связи с жизнью и задачами высших и средних школ». Поощрялись рационализаторские предложения. Так, «Приказом № 122 от 14 августа 1941 года» было указано: «зав. кафедрой физмата тов. Попову Н.Е. за изобретение и конструирование ценного прибора, показывающего поясное время», было решено «премировать в сумме 200 рублей» [7, с. 68]. Таким образом, несмотря на возникшую военную угрозу, в самые трудные дни начала войны, в Кустанайском учительском институте продолжался обычный учебный процесс, проводилась воспитательная и научно-исследовательская работа.

1942 год стал переломным в жизни института. Решался вопрос о работе института. Обязанности директора исполняла Белинская Ольга Лаврентьевна, бывший директор Кустанайского русского педагогического училища, которая Приказом Наркомпроса Казахской ССР только 9 ноября 1942 года стала полноправным директором Кустанайского учительского института. Несмотря на сокращение количества кафедр, новый директор смогла отстоять необходимость сохранения учебных кабинетов, без которых было невозможно осуществлять учебный процесс [8, с.184]. Вновь назначенный директор сумела наладить учебный процесс благодаря новому пополнению профессорско-преподавательского состава. В 1942 году в учительском институте уже работали эвакуированные учёные в составе 3 профессоров, 5 доцентов, 4 ст. преподавателей, 7 преподавателей и ассистентов. Из 19 членов профессорско-преподавательского состава 8 профессоров и доцентов, что составляло 42% от общей численности. Приводим данные по «Приказу № 122 от 17 сентября 1942 г.» [7, с.73].

Эвакуированные учёные из ведущих вузов СССР (Украинской Академии Наук, Белорусского госуниверситета, Московского, Киевского, Саратовского госуниверситетов, Витебского пединститута) проявляли себя на самом высоком уровне. Процитируем документ с характеристикой их работы: «Хорошо проявили себя в работе из эвакуированных преподавателей следующие товарищи: проф. Резник, проф. Никонов, доценты Матлин, Бляхман, Перельштейн. Указанные товарищи добросовестно относятся к работе, принимают активное участие в общественной жизни Института и города, состоят нештатными лекторами Обкома КП(б)К, систематически читают лекции и доклады на с/х и промышленных предприятиях города и в районах области, ведут курс лекции в вечернем Комвузе и т.д. Качество обучения в институте поднялось на совершенно новый, качественный уровень. И это несмотря на трудности военного времени [9].

Основным контингентом учительских кадров в годы войны были женщины, поэтому для них специально в Кустанайском учительском институте были организованы 4-х месячные курсы по подготовке женщин-казашек для поступления в институт. Об этом красноречиво говорит: «СМЕТА на содержание 4-х месячных курсов на подготовку в ВУЗ девушек-казашек, на 1942 год при Кустанайском учительском институте» от 11 апреля 1942 года. Смета утверждалась на республиканском уровне, за подписью «начальника планово-хозяйственного управления Тутурова». Слушатели курсов, которые выполняли роль подготовительного отделения, не только бесплатно учились, но и получали стипендию (140 руб. в месяц) и 10 нуждающихся из 40 чел. отдельно имели квартирные (30 руб. в месяц). Всё это говорит о серьёзной поддержке поступающих в вуз девушек-казашек как составной части казахской национальной интеллигенции. В Кустанайской области действовало тогда 11 казахских средних школ, которым требовались национальные педагогические кадры.

В институтских отчётах была обязательная графа «Связь со школой», и в 1942 г. руководство признавало, что «в начале года Институт был совершенно оторван от школ и не вел никакой работы среди учительства», но затем, «по инициативе Института удалось к середине первого полугодия развернуть большую работу среди учительства». Главным событием областного уровня стало создание первого «факультета усовершенствования учителей», предтечи нашего «Института усовершенствования учителей». Директор О. Л. Белинская, опытный педагог, ранее руководившая русским педучилищем, с гордостью отмечала, что именно «при Институте открыт факультет усовершенствования учителей». Процитируем документ: «Эта работа проводится в следующих формах: 1. При Институте открыт факультет усовершенствования учителей. Учительский институт в количестве 5 человек слушает систематические лекции по педагогике и психологии, которые читают проф. Резник и доц. Матлин. Всего было прочитано на факультетах 7 лекций по педагогике и 7 лекций по психологии; 2. При Институте начал работать семинар, директоров и завучей (руков. проф. Резник). На семинаре прорабатывалась тема: «Методика наблюдения и анализа урока»; 3. При Институте начал работать семинар пропагандистов (руков. проф. Резник). На семинаре была проработана тема: «Семья и школа» [10].

В первый учебный год военной поры продолжались научные изыскания преподавателей, когда периодически подводились «Итоги научно-исследовательской работы в 1941-42 учебном году» [7, с.93]. Процитируем:

Наименование темы	Ф.И.О. исполнителя	Выполнение работы
1.Педагогика рабовладельцев XX века. 2.Воспит. работа в дни Отечественной войны. 3.Оборонная тематика в курсе физики в 5-7 кл. 4.Оборонная тематика в курсе химии в школе. 5.Элементы военной топографии в курсе географии. 6.Воспитание детей в семье в дни Отечественной войны. 7.Гражданская война в 1918-20 гг. в Кустанайской обл.	Проф., доктор пед. наук Я.Резник -/-/-/-/- Препод. П. П.Ким Ст. пр. А. Михайлюк Ст. пр. Ф. К.Сташевский Доц. канд. пед. наук Матлин Ст. пр. Юманкулов	Напечатана в ж. «Советская педагогика», № 11, 1941. Выполнена. Доклад на учительс. конференциях Не выполнен, был мобилизован на с/х раб. Не выполнен, был мобилизован на с/х раб. Доклад в учительс. объединениях Доклад на учительс. конференциях Не выполнена. Тов. Юманкулов мобилизован в РККА

Научная тематика приобрела военный характер, что отчётливо видно по цитируемому документу.

1943 год Кустанайский учительский институт встретил с новым директором Сунцовым Владимиром Ивановичем «Приказом по Народному комиссариату просвещения КазССР» от 16 февраля 1943года. В 1943 году была создана военно-физкультурная кафедра, после чего качество военной подготовки в институте заметно повысилось. Студенты овладевали теоретическими знаниями основ современной военной техники, в том числе некоторыми навыками оборонного характера (техническая литература, производились расчеты, военная топография). Были образованы физкультурные и оборонные кружки: «Стрелкового спорта (58 чел.), штыкового боя (32 чел.), ручных пулемётчиков (34 чел.), гранотомётчиков (32 чел.), ГСО 1 ступени» (43 чел.) по общему плану, составленному на период каникул» [11, с.12]. Вплоть до конца войны студенты очного и заочного отделений, получив определённые военные навыки, уходили на фронт.

Коллектив института стал профессорско-преподавательским по составу, имея 3-х профессоров, докторов наук, 5 доцентов, кандидатов наук и 8 старших преподавателей [7, с.104]. Уровень проведения научно-исследовательской работы значительно повысился в связи с работой эвакуированных профессоров и доцентов. Занятия проводили и руководили научными студенческими кружками (по каждой кафедре) выпускники одиннадцати ведущих вузов СССР – государственных университетов и государственных педагогических институтов. Среди них целый ряд знаменитых (ещё с дореволюционных времён) университетов – Московский, Ленинградский, Киевский, Воронежский, Томский; педагогических институтов – Белорусский, Харьковский, Уральский, Московский и Ново-Алексеевсий сельскохозяйственный институт, Ленинградский технологический институт. И в этот ряд встала лучшая выпускница Кустанайского учительского института. Вот кто заложил фундамент будущей славы правопреемников первого в Кустанайской области учительского института. Об этом говорит: «Годовой отчёт Кустанайского учительского института за 1943 год»: «Основы Марксизма-Ленинизма читались опытными и хорошо подготовленными педагогами-доцентами Перчик и Перельштейн. Их лекции отличались высоким уровнем изложения и по содержанию, и по форме. Оба преподавателя являлись не штатскими лекторами Обкома партии и систематически с большой популярностью читали лекции в городе и в районах нашей области. Следует так же отметить лекторскую и педагогическую деятельность проф. педагогики Резник, доц. психологии Матлина, доц. геогр. Бляхмана , которые в продолжении года дали 73 лекции. Отмечались так же своим качеством лекции по русскому языку ст. преподавателя Быстролетова, ст. преподавателя математики Эйдлина.

В числе лучших преподавателей хорошо владеют своим материалом и методикой его изложения доц. Сташевский, ст. преподаватель Ханин» [12].

Профессор Куликовский Павел Григорьевич, имеющий два диплома, с дореволюционным классическим образованием (закончил Киевский университет со стажировкой в Австро-Венгрии и Германии) и другим советским дипломом (Ленинградский технологический институт) еженедельно вёл научные семинары с преподавателями учительского института. Был организован кружок по изучению иностранного (немецкого) языка, благо, было кому вести. Профессор Резник Яков Борисович (Киевский университет) как зам. директор по научно-учебной деятельности не только проводил организацию научной работы, но и на личном примере показывал возможности научного поиска. Так, в годовом отчёте школьного отдела обкома партии буднично было отмечено: «Были выполнены следующие работы: профессор Резник «Методика воспитательной работы в школе». Работа напечатана в Москве; канд. педагогических наук Матлин «Мысли и чувства школьников в дни Отечественной войны». Работа выполнена по заданию Московского института психологии»; Канд. географических наук Сташевский «Экономико-географический очерк Кустанайской области», работа одобрена Учёным Советом Герценовского педагогического института в Москве как справочник для учителей географии». Сташевский Ф.К. первым из кустанайцев получил ученую степень кандидата наук в 1944 году [7, с.106].

В 1944 году институту было присвоено имя Амангельды Иманова «Постановлением Совета народных комиссаров Казахской ССР и Центрального комитета КП(б) Казахстана от 17 июня 1944 года №351 «Об увековечивании памяти казахского народного героя Амангельды Иманова». С присвоением институту звания народного героя значительно улучшилось военно-патриотическое воспитание студентов.

После отъезда в 1944 г. ряда эвакуированных преподавателей (профессоров, доцентов), кадровый состав учительского института резко поменялся. Из 18 преподавателей 6 человек (30%) имели стаж работы всего 1год. В отчёте обкома партии было прямо заявлено: «Такое катастрофическое положение с профессорско-преподавательским составом создалось потому, что работавшие в нынешнем году профессора и преподаватели реэвакуировались» [13].

Были реэвакуированы буквально все заведующие кафедрами института, ведь по завершению 1943-44 учебного года, судя по отчёту, «при институте работали четыре кафедры», которые возглавляли два профессора и три доцента: кафедра физики и математики (рук. проф. Куликовский), кафедра естествознания (руков. доц. Бляхман), кафедра Марксизма-Ленинизма (руков. доц. Перчик), кафедра педагогики (руков. проф. Резник и доц. Матлин).

Война внесла свои коррективы во все стороны деятельности коллектива учительского института. В 1945 г. кадровый состав учительского института вновь пополнялся новыми преподавателями. Вновь, как и при образовании учительского института не оказалось ни одного профессора, был только один доцент, кандидат наук Ф. К. Сташевский, который тоже вскоре переедет по конкурсу работать в г. Челябинск [14].

Эвакуированные специалисты оказали институту и его научным работникам значительную научно-теоретическую и методическую помощь в подготовке и организации учебного процесса. Война, конечно, наложила свой отпечаток на весь учебный процесс. Студенты всех факультетов годные по состоянию здоровья к военной службе, проходили специальную подготовку при военной кафедре и получали звание преподавателя физкультуры. Кроме основных кафедр в институте имелось кафедра основ марксизма - ленинизма, кафедра педагогики. Институт имел свою библиотеку, физический, химический, биологический, зоологический, географический кабинеты. Начиналась эпоха восстановления народного хозяйства, где огромное внимание уделялось переходу на мирные рельсы и системы народного образования

В Кустанае функционировал ещё один вуз, именуемый «Азово-Черноморским институтом по улице Ленина (бывшая школа имени Пушкина)», где были свои преподаватели, осуществлялся учебный процесс. Институт готовил инженеров, механиков для совхозов, автобаз, ремонтных заводов и исследовательских учреждений системы НКСХ СССР. В институт принимались молодые люди от 17 до 35 лет, имеющие законченное среднее образование. Имелись и льготы для тех, кто окончил средние школы с аттестатом отличника, а также окончившие с оценками «хорошо» и «отлично» принимались в институт без экзамена. Отличники и инвалиды Отечественной войны обеспечивались стипендией. Иногородним студентам предоставлялось общежитие.

Заявления подавалось на имя директора института с приложением:

1. Автобиография
2. Аттестат об окончании среднего учебного заведения (в подлиннике)
3. Трех фотографических карточек (снимки без головных уборов, размеров 3х4 см)
4. Справки об отношении к военной обязанности (для военнообязанных)

Паспорт (предъявляется лично)» [15, с. 2].

В городе был и эвакуированный из Москвы в 1941 году ВИМЮ Всесоюзный научно-исследовательский институт механизации и электрификации сельского хозяйства. *Процитируем документ:*

Постановление Кустанайского облисполкома и бюро обкома КП (б) К № 27 «О размещении Всесоюзного научно-исследовательского института механизации и электрификации сельского хозяйства»

«В целях создания условий для нормальной работы Всесоюзного научно-исследовательского института механизации и электрификации с. х-ва (ВИМЭ) исполком областного Совета депутатов трудящихся и бюро обкома КП (б) К постановляют:

1. Эвакуированный из Москвы ВИМЭ разместить:

а) научно-исследовательскую лабораторию механизацию посева, почвообработки и механизации трудоемких процессов в животноводстве вместе с научными сотрудниками на территории школы механизации им. Ворошилова в домах № 2, 8, 10, 11, 16 с предоставлением под лабораторию ВИМЭ двух классов учебного корпуса;

б) научно-исследовательские лаборатории энергетики сельского хозяйства, групп реставрации деталей с/х машин и тракторов, перевода нефтедвигателей на твердое и местное топливо, эксплуатации ветродвигателей, гидротурбин и электромоторов разместить на территории Кустанайской МТМ;

в) научно-исследовательскую лабораторию, отдел организации эксплуатации машино-тракторного парка МТС вместе с научными сотрудниками разместить на усадьбе Амангельдинской МТС и в колхозе «Соцжол».

г) научно-исследовательские лаборатории уборки, очистки и сушки зерна, разработки оборудования для производства посуды, прокладок и других деталей из соломы и бурьяна, кабинет приборов, техническую библиотеку, научный Совет и дирекцию разместить в домах областной школы животноводов в Кустанае.

2. обязать исполком городского Совета депутатов трудящихся выделить в Кустанае 10 квартир для размещения научных сотрудников.

3. предложить начальнику облзо-тов. Радченко областную школу животноводов перевести в село Александровку (Кустанайского района); Кустанайскому исполкому райсовета выделить необходимое количество домов из фонда сельсовета и колхоза для размещения преподавательского состава, учащихся, учебные аудитории школы.

Председатель исполкома областного совета депутатов трудящихся Керимбаев Д.

Секретарь обкома КП(б)К Мельников» [16, с.163]

Таким же образом в Кустанай, как выясняется по одному из послевоенных отчётов, был «эвакуирован Новороссийский институт цитрусовых культур, который был помещён в учебном здании института, а затем было предоставлено другое учебное здание». Раз выделили учебные помещения, значит, у нас в городе действовал ещё один вуз, теперь уже сельского профиля. Вот где у нас истоки высшего сельскохозяйственного образования в городе и области [7, с.100].

Великая Отечественная война стала серьезным испытанием для всего коллектива института. Но вопреки всем обстоятельствам, благодаря пониманию и поддержке со стороны местных и республиканских властей, Кустанайский учительский институт продолжил свою деятельность. За годы войны профессорско-преподавательским составом института было подготовлено 368 учителей. Благодаря во многом эвакуированным работникам, учебно-методическая и научная работа оставались на высоком уровне. Мобилизованные в ряды Красной Армии преподаватели и сотрудники храбро сражались на фронтах войны. Осознание высокой ответственности не только за будущее страны, но и за судьбу родного института преломлялись в добросовестной учебе студентов в аудиториях, общественно-полезном труде и шефской помощи всего коллектива в масштабах города и области. Научный и ратный подвиг интеллигенции города Кустаная в годы Великой Отечественной войны дали мощный духовный импульс будущим поколениям.

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ГЛАВНЫЕ НАПРАВЛЕНИЯ ТЕЛЕВИЗИОННОГО КОНТЕНТА В КАЗАХСТАНЕ

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Телевидение все еще остается наиболее значимым каналом коммуникации, наиболее востребованным медиа: практически у 100% казахстанцев есть телевизоры, они давно уже стали неотъемлемой частью жизни каждой казахстанской семьи, при этом большинство казахстанцев смотрят телевизор каждый день.

Важной тенденцией последних лет является увеличение популярности среди населения кабельного и спутникового телевидения, но, все-таки, с точки зрения технической и финансовой доступности позиции эфирного телевидения в Казахстане все еще достаточно сильны. Однако процессы внедрения новых технологий, возникновение форматов цифрового и интернет-телевидения, ставят эфирное телевидение в жёсткие конкурентные рамки. Информационное разнообразие современного медийного рынка требует от руководства телеканалов выработки конкурентоспособного контента. При этом на сегодняшний день телеканалы выбирают путь наименьшего сопротивления, предпочитая «адаптировать проверенные зарубежные форматы в контекст локальной ментальности». Таким образом, происходит искусственное замещение отечественного контента зарубежным, где технологии производства контента казахстанских телеканалов исключительно потребительские, рыночные. В статье анализируется уровень телесмотрения каналов, приводятся рекомендации для дальнейшего развития основных направлении телевизионного контента и визулистики в стране.

Ключевые слова: телевидение, контент, цифровое ТВ, телесериалы, шоу, медиа.

ҚАЗАҚСТАНДАҒЫ ТЕЛЕДИДАР МАЗМҰНЫНЫҢ НЕГІЗГІ БАҒЫТТАРЫ

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Телевидение әлі күнге дейін коммуникацияның маңызды арнасы және ең қажетті медиа болып есептеледі: қазақстандықтардың 100 пайызында теледидар бар деуге болады, теледидар баяғыда қазақстандық отбасының ажырамас бөлігіне айналып кетті, себебі қазақстандықтар күнде теледидар қарайды.

Соңғы жылдардың маңызды тенденциясы, халық арасында кабельді және спутниктік телевидениенің танымалдығының артуы болып табылады. Алайда, техникалық және қаржылық қолжетімділік тұрғысынан Қазақстанда эфирлік телевидение позициясы әлі де күшті. Дегенмен, жаңа технологиялардың ендірілуі, сандық және интернет-телевидение форматтарының пайда болуы эфирлік телевидениені қатаң бәсеке шеңберіне әкеп тығуда. Бұл ретте бүгінгі күні телеканалдар аз қарсыластық жолына түсіп, "сенімді шетелдік форматты жергілікті жер контекстіне бейімдеуді" таңдайды. Осылайша, отандық контентті шетелдік контентпен ауыстыру жүріп жатыр. Қазақстандық телеарналардың контент өндіруші технологиялары тек қолданбалы, нарықтық болып табылады. Мақалада арналардың телеқаралым деңгейі талданып, еліміздегі визуалистика мен телевизиялық контенттің ары қарай дамуына ұсыныстар айтылады.

Түйінді сөздер: телевидение, контент, сандық ТВ, шоу, медиа.

THE MAIN DIRECTIONS OF TELEVISION CONTENT IN KAZAKHSTAN

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Television is still the most important channel of communication, the most popular source of media: approximately 100% of Kazakhstan citizens have TV sets.

Important trend of last few years is the incensement of cable and satellite television viewers. But from the perspective of technical and financial availability of terrestrial television in Kazakhstan this tendency is still strong enough. However, the process of introducing new technologies, the emergence of digital formats and Internet TV, put terrestrial TV to the hard competitive frame. The huge information variety of modern media market requires managers of mass media to produce competitive television content. At the same TV chooses the path of least resistance, preferring to "adapt proven foreign formats in the context of the local mentality". Thus, artificial replacement of domestic content by foreign content happens. At the same time the daily shows that the technology content productions in Kazakhstan TV channels are exclusively for consumers and market. In the article, analyze the level of television channels, proposes the development of long-term broadcasting of television content and visualism in the country.

Keywords: television, content, digital TV, television series, shows, media.

The development of technologies led to the fact that the content becomes the primary subject: it is available anytime, everywhere, in different places and on devices (TV, PC, smartphone, etc.). From year to year it becomes important as itself without reference to the source and the method of delivery.

First of all, the content is a product. Any product has the value only when it satisfies the interests of a certain part of the population who make a demand on it. We are all different thus our needs also quite different. As a result, on the global level, there is an increasement of production specialization to the needs of small group population with specific tastes: it concerns to electronics, clothing, shoes, cosmetics and even food. Manufacturers produce small numbers of products and highly specialized which are focused on very specific consumer's groups but not on the entire population.

Similar trends of differentiation are observed on the television market: multichannel area is developing. Now the audience can find a thematic channel that fits their taste and mood, without waiting for the content of their interest.

Television is still the most important channel of communication, the most popular source of media: approximately 100% of Kazakhstan citizens have TV sets. They became an integral part of every Kazakh family's life. The majority of Kazakhstani citizens watch TV every day.

It should also be noted that the important trend of last few years is the increasement of cable and satellite television viewers. But from the perspective of technical and financial availability of terrestrial television in Kazakhstan this tendency is still strong enough. However, the process of introducing new technologies, the emergence of digital formats and Internet TV, put terrestrial TV to the hard competitive frame. The huge information variety of modern media market requires managers of mass media to produce competitive television content. At the same TV chooses the path of least resistance, preferring to "adapt proven foreign formats in the context of the local mentality" [1]. Thus, artificial replacement of domestic content by foreign content happens.

According to experts of J'son & Partners Consulting, the largest portion of genres, which are taken into consideration , the following genres are presented on the Kazakh national channels "TV Series", "Social programs", and "Feature Films" are respectively 39%, 12% and 11%.

Today Kazakhstani viewers prefer foreign content more and it's not only Russian programs, but also Turkish, Indian and Korean TV series. Meanwhile, a trend that became popular in 2008, lies in the fact that there is a growing interest among Kazakhstani citizens to domestic products. Another thing is that the domestic market is not always able to offer high quality product, and this emptiness fills foreign content. Three TV channels put more actively foreign content than domestic: "Channel 31" (69.5%), "Astana TV" (68.4%) and "Channel One. Eurasia "(65%), which continue to offer viewers foreign feature films and television series.

Kazakhstan Channel offers to the viewers only 13% of foreign content and most of all it consists of television series. The dominance of national content is caused by the fact that the channel is state-owned TV channel. Under the National content implies content that produced on the territory of the Republic of Kazakhstan, as well as the content which is released in conjunction with the Republic of Kazakhstan.

The second highest portion of national content in the air after the Kazakhstan Channel is "Khabar" (72.3%), and "Seventh Channel" (60.7%).

The broadcasting networks of the largest national television channels are filled with a variety of content components from the variety of TV - talk shows to educational programs and documentaries. The broadcasting subject content depends on the format of the channel, as well as to the target audience.

Approximately 19% of the total content of Channel One Eurasia produced in Kazakhstan. At the moment the policy of channel is completely focused on the development of domestic content. Kazakhstani legislation adopted norm according to which in 2013 35% of all domestic television content must be domestic, but in 2015 this figure should increase to 50%. Thus it turns out that along with the people's choice there is a legal requirements.

The rest of channels - "NTK", "Astana TV" and "Channel 31", are positioning themselves as channels of general themes, and in contrast to the "NTK" offer viewers a content of different variety.

All TV channels broadcast entertainment programs, shows (Sketch shows, TV shows, talk shows, reality shows, etc.), as well as feature films and TV series. News content is broadcasting by all TV channels except "NTK".

To the "other" category several themes are included because they occupy the lowest portion of the total number of submitted programs: "Leisure" (programs about renovation, cooking, health programs, etc.), "Music Content", "Sports content," "Teleshopping", etc. [2].

According to J'son & Partners Consulting, among the essential channels, the most popular is "Channel 1.Eurasia". Projects that are broadcasting on the channel attracts the viewers. For example, in 2013 "Hall of Fame" documentaries were launched. It is about contemporaries of Kazakhstan, which are the pride of the nation, the conscience of the nation and a national treasure. They are known not only in Kazakhstan, but also abroad, which means that they are the face of our country. The first film in the series was dedicated to the boxer and politician Serik Konakbaeva, second to Bolat Ayukhanov – ballet dancer, choreographer and ballet teacher, third one was dedicated to vocal and instrumental ensemble "Dos-Mukasan" and other famous citizens of the Republic of Kazakhstan.

Films about historical figures of Kazakhstan also causes the interest. More over a huge number of viewers watch "X-factor" show. Viewers also note that such programs as the "The right to quality" with Svetlana Romanova, a famous Kazakh fighter for the rights of consumers, helps Kazakhstanis competently use its legal options; choose the right product or service.

"The court show" - a project that examines civil and administrative cases should be also noted here. In addition, informative and entertaining program is a copyrighted program of Olga Artamonova "Dream Factory". In simple terms the author acquaints the audience with a variety of trends, styles, genres of cinema, the author uses flashbacks, analytical reviews of history and theory of film, introduces viewers to the biographies of the masters of cinema, and the history of creating blockbusters and classics, foreign, Soviet and post-Soviet cinema.

Peaking about delivery of content, they are also becoming more diverse. Digital broadcasting, online TV, mobile TV is developing. Grassroots of these phenomena in the West is not a surprise, but also in Kazakhstan about every sixth person from the large cities says that he watches television programs via the Internet at least once a month. Every seventh says about TV shows downloading to their home computer. However, as it was said the facts destroy the myth of the murder of internet television. Instead of competition between these two platforms of content delivery complementarities happens, Over-The-Top phenomenon emerging, we observe synergy effect. After the beginning of television programs broadcasting total consumption of television content via Internet has increased.

In recent years researchers and practitioners television are increasingly speculate about TV content, despite the fact that due to the rapid technological and structural changes in the electronic media, the trendy of Kazakh information users activation appeared. Today many people started to talk about a possible displacement of the traditional television by Internet TV which allows you to watch what you want, without annoying ads with the involvement of the most advanced interactive technologies. N. Gegelova says: "Internet TV is a round the clock on-line telemetry system, which is not only promptly informs consumers in different places in the world but also offers television content to different segments of the audience in many genres and forms and the ability to backup the last broadcast programs [3]. There is an accelerating the flow of information, the intensification of cultural exchanges between peoples, more detailed segmentation of the audience intensify and its participation in all communication processes. However traditional TV does not concede to new channels of communication and also because of the fact that Kazakhstan is not fully computerized (only 60 %) [4]. Other reasons are: the lack of habit to watch TV programs via Internet, the high payment for the Internet connection, insufficiently stable technical support of Internet TV, imperfect technical parameters of programs, not only the indefinite (the period of archiving information is limited) but not always free and open access to TV content on the Web (Moreover, copyright holders and legislators are more active in this area, as in the country since 2009 Internet Act is actively used). It turns out that the main disadvantage of Internet TV because Kazakhstani viewers still prefer traditional television is just the limitations of TV content. "Experts point out that: a list of programs that are available in the Internet is still small. For example, TV channel prefer to upload to their websites only a small part of TV series. More over the duration period to see them is limited by few weeks. It means that in 2 or 3 weeks the program will be deleted. It will be available only for additional payment" [3, c.74].

It means that all depends on the content, the problems of production and analysis of which is still continuing to dominate over the variants of its delivery. It helps to increase the value but it is still clearly undervalued. It is still not adopted to see a primary determinant of all the activities of the electronic media. But at the same time, if you compare Internet and TV, the role of TV in content production cannot be overemphasized. K. Ernst - producer of Channel One: " TV channel is not the way of distribution it is the Content Team. Individual user has an ability to report the facts, write interesting texts, upload videos but not able to create audiovisual content of good quality, which will be able to make hundreds and thousands of people be interested in it. The overwhelming majority of the most watchable content on the Internet creates by the classic teams of film studios, TV channels and production companies. It is a collective work" [5].

At the same time the daily shows that the technology content productions in Kazakhstan TV channels are exclusively for consumers and market. Today rating has become the only metasystematic creation guide of domestic TV content. Rating determines the level of television viewing and therefore, the level of monetary incomes of the different channels and their overall profitability. It is natural that each channel is somehow trying to focus on the ratings. The highest ratings have popular programs - movies, series entertainment shows, talk shows, etc. Most of them are imported from outside: for example: " Channel One Eurasia" "KTK", "Channel 31", "Seventh Channel" and a large number of regional channels broadcast Russian, Indian and other foreign entertainment content.

A characteristic feature of dominance of Kazakhstani television is "yellow" methods of presenting information. Due to this feature, the channels have provided to themselves sufficiently high ratings by tabloid style but they cannot perform the tasks of ideological nature. This is due to the fact that such channels, in a certain sense, became hostages of the entertainment format, based on the primacy of sensation and scandal. This "yellow" format allows solving various problems, but it is not objectively appropriate for the promotion of a state ideology based on the protection of information of public interest. Simply stated "yellow" format is not serious for such tasks.

On the other hand an important area of television content in the media field in Kazakhstan is the presence of large state-owned TV channels promoting public information policy. They have extensive resources and opportunities to promote the ideology of the state, to create professional, informative, journalistic, analytical television programs. However, they are not "entertaining", it means that they have significantly low ratings. Such priori channels cannot compete on the market with entertainment channels because they should obligate to reflect the official position, broadcast public view on the situation in the country in order to promote the informational interests of the state abroad. The lightweight approach of entertainment media are excluded here.

Experts believe that in order to create high-quality domestic programs the help from the state is needed. One of these negative reasons is increasement of the cost of production and it is also expensive for one particular channel. Meanwhile the audience identified what is missing for the competitiveness of our television. According to most respondents the following things are missing: honesty and objectivity, live shows, interesting stories, civil courage and efficiency. The following recommendations of Kazakhstan Media Community are offered in order to development basic direction of television content and visualization in the country:

1. To generate new social talk shows, programs, series. Society must know where they are heading and discuss the problems of social and human nature openly.

2. Loosen censorship. Public and social TV projects of commercial channels have shown that niche of social talk shows , vivid programs, domestic series have not completed yet and state-owned TV channels have a room for improvement. For this purpose loosen censorship should be done not in words but in deeds.

3. The centrist TV. It should be committed to the development of the spirit of the centrist television by the algorithm, as it was expressed in the information assets of the country on 22.02.2013 г.: " There are some problems, they should be demonstrated, but also what government does should be shown". Following this algorithm scheme: "1 negative — 1—2 positive" this allows to move to the socially oriented TV. Today according to this scheme private Kazakhstani television channels successfully work.

4. The creation of new visualization (screensave, programs, announcements, advertising) should be as it is in Korea, China, India. These countries are now the leaders of the world visualization industry (3D, animation, graphics). As a result of co-operation our own database should be created, projects should be generated, best solutions should be adapted.

5. In the shortest terms it is necessary to immersion state-owned TV channels to the Internet technology, mobile and digital devices in order to use benefits of the State Program "Information Kazakhstan is 2020”. It is one more colossal step in Kazakhstan’s being recognizable in the world. With the purpose of optimization of expenses and attraction of the best experience it is necessary to strengthening intersectoral cooperation with information communication companies of the Republic of Kazakhstan ("Kazakhtelecom", "Kazteleradio", "Zerde" and others.) [6].

Summing up it is necessary to note that in Kazakhstan to main problems have not been settled yet. The first is inability to produce own, competitive cultural goods for mass consumption the fact is that foreign ideas are being borrowed. The second: the quality of domestic content (first of all entertaining one) is worse than foreign including Russian analogue.

Other observances are that Kazakhstani TV is a retranslator of values of the society of mass consumption of western model. In spite of numerous appeals to take into consideration the demands of Kazakhstani society in creation of TV production their records are not on the agenda of practically all domestic channels.

It is also characteristic that cultural educational functions of TV came to naught that is visually demonstrates the dominance of entertaining content over informational, analytical, educational, in fact there is no documentary film. “Crossword erudition” is being formed.

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ОТОБРАЖЕНИЕ БОСТОНСКОГО ДИАЛЕКТА АНГЛИЙСКОГО ЯЗЫКА

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В данной статье рассмотрены разновидности английского языка, в частности анализируются особенности речи населения штата Массачусетс. Выделены основные характеристики, исторические предпосылки, причины возникновения Бостонского диалекта английского языка. Диалект - разновидность языка, которая употребляется как средство общения между людьми, связанными между собой одной территорией. Обычно подобное понятие включает в себя полноценную систему речевого общения со своим собственным словарём и грамматикой. В своей работе мы опирались на грамматические, лексические, фонетические аспекты речи, которые позволили бы сделать вывод о присутствии диалекта. Проводя анализ высказываний, мы обратили внимание на исторический аспект формирования данного варианта английского языка. Создание Бостонского диалекта заняло практически четыре столетия. Появление подобного варианта языка – это результат межнационального общения. Несмотря на использование практически одинаковых конструкций, речь жителя современного Бостона имеет большое количество фонетических и лексических различий с общепринятым вариантом английской речи в США. Изучение подобных различий позволит избежать непонимания в процессе межкультурного общения. Подобный анализ и выявление различий может быть применен в теории межкультурной коммуникации, в процессе изучения иностранного языка и в социокультурных исследованиях.

Ключевые слова: диалект, языковые формы, фонетические особенности, орфография, устойчивые выражения, заимствования.

АҒЫЛШЫН ТІЛІНІҢ БОСТОН ДИАЛЕКТІСІНІҢ БЕЙНЕЛЕНУІ

Бұл мақалада ағылшын тілінің түрлері қарастырылады, атап айтқанда, Массачусетс тұрғындарының сөйлеу ерекшеліктері талданады. Негізгі сипаттамалары, тарихи алғышарттары, ағылшын тілінің Бостон диалектісінің пайда болу себептері анықталады. Диалект - бір территориямен байланыстырылған адамдар арасындағы қарым-қатынас құралы ретінде пайдаланылатын тілдің бір түрі. Әдетте мұндай тұжырымдама сөздік және грамматикамен сөйлесудің толық жүйесін қамтиды. Біздің жұмысымызда сөйлеудің грамматикалық, лексикалық, фонетикалық аспектілеріне сүйендік, ол диалектің бар екендігі туралы қорытынды жасауға мүмкіндік береді. Өтініштерді талдау барысында ағылшын тілінің осы нұсқасын қалыптастырудың тарихи аспектілеріне назар аудардық. Бостон диалектісінің құрылуы шамамен төрт ғасырға созылды. Тілдің мұндай нұсқасының пайда болуы этносаралық қарым-қатынастың нәтижесі болып табылады. Қазіргі заманғы Бостонның тұрғыны бірдей тіл құрылымын пайдаланғанына қарамастан, Америка Құрама Штаттарында ағылшын тіліндегі әңгімелердің жалпы қабылданған нұсқасымен көптеген фонетикалық және лексикалық айырмашылықтарға ие. Мұндай айырмашылықтарды зерттеу мәдениетаралық қарым-қатынас үрдісінде түсінбеушіліктен аулақ болуға мүмкіндік береді. Мұндай талдау және айырмашылықтарды анықтау мәдениетаралық коммуникация теориясында, шет тілін және әлеуметтік-мәдени зерттеулерді зерттеу барысында қолданылады.

Түйінді сөздер: диалект, әдеби норма, фонетикалық ерекшеліктер, емле, тұрақты сөз тіркестері, кірме сөздер.

REPRESENTAITAION OF BOSTON DIALECT OF ENGLISH LANGUAGE

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This article examines varieties of English language, in particular, the speech features of the Massachusetts population. Main characteristics, historical background, reasons for the Boston variant of English language are highlighted. A dialect is a kind of language used as a means of communication between people connected by one territory. Usually, the concept includes a complete system of speech communication with its own vocabulary and grammar. In our work, we relied on grammatical, lexical, phonetic aspects of speech, which would allow us to make a conclusion of the dialect presence. In analyzing the statements, we drew attention to the historical aspect of the variety of English language creation. The creation of the Boston dialect took almost four centuries. The appearance the variant of the language is the result of interethnic communication. Despite the use of almost identical grammar construction, the speech of *a resident of modern Boston has a large number of phonetic and lexical differences with the General American English in the United States. The study of such differences will allow speakers to avoid misunderstanding in the process of intercultural communication. The analysis and the identification of differences can be applied in the theory of intercultural communication, in the process of studying a foreign language and in sociocultural research.*

Keywords: dialect, language forms, phonetic features, orthography, set expressions, borrowings.

The primary function of language is to convey ideas from one person to another. The dialect appearance is a typical process of linguistic development. It is natural that varieties of language appear since the process of language usage includes language expansion. Social communities tend to split up into groups, each of them display differences in behaviour. Language reflects these differences. The reason why dialects come into existence is connected with a variety of speakers of that language. Different regions and speakers use various sets of lexical constructions. In most cases, they have a native language that has an influence on the second language.

A dialect may be defined as a subdivision of a language that is used by a group of speakers who have some non-linguistic characteristic in common [2, p.13]. The most common shared characteristic is a regional one: people who live in the same place tend to talk alike. British and American English are different dialects of the same language. It is obvious which one of them appeared first and which one was created upon another. These varieties of languages have different phonological, grammar, and lexis. The differences are usually studied during the second foreign language acquisition. Nevertheless, the varieties of English have many sub-dialects, both regional and social. [2, p.17**]**

There is a distinction between dialect and accent. The Books in the study of regional varieties of English language defines a dialect and an accent as: ‘When two varieties of English (or of any other language) differ in patterns of grammar and vocabulary, they are different dialects; if their grammar and vocabulary are more or less identical but they differ in sound-patterns, then they are the same dialect but different accents. There is a distinction between a regional and a class dialect. The two kinds of dialect are difficult to separate: there are regional variations in every class dialect and class variations in every regional dialect, but regional variations become less strongly marked as the speakers ascend the social scale’. [2, p.29**]**

The study of dialects involves the study of norm deviations. Standard English, which, as its name implies, is regarded by many as a norm, is simply one sub-dialect of British English which, for various historical reasons, has come to enjoy special prestige in some circles. [1, p. 24] In the British Isles, particularly in England and Wales, the term Standard English usually is associated with the Received Pronunciation accent and UKSE (United Kingdom Standard English) for grammar and vocabulary. In Scotland the standard language is Scottish Standard English; in the U.S., it generally is associated with a broad range of speech known as General American; and in Australia SE is associated with General Australian English. [1, p. 24]

English is the most widely learned second language and is either the official language or one of the official languages in almost 60 sovereign states. A language achieves a genuinely global status when it develops a special role that is recognized in every country. Such a role will be most evident in countries where large numbers of the people speak the language. as a mother tongue – in the case of English, this would mean the USA, Canada, Britain, Ireland, Australia, New Zealand, South Africa, several Caribbean countries and a sprinkling of other territories.[4, p.21]

Dialects emerge because they give identity to the groups which own them. If you wish to tell everyone which part of a country you are from, you can speak with a distinctive accent and dialect. Similarly, on the world stage, if you wish to tell everyone which country you belong to, an immediate and direct way of doing it is to speak in a distinctive way. These differences become especially noticeable in informal settings; for example, they are currently well represented in discussion groups on the Internet. International varieties thus express national identities and are a way of reducing the conflict between intelligibility and identity. Because a speaker from country A is using English, there is an intelligibility bond with an English speaker of country B – and this is reinforced by the existence of a common written language. On the other hand, because speaker A is not using exactly the same way of speaking as speaker B, both parties retain their identities. [2, p.14]

David Alan Stein detached several aspects that he considers the dialect should include [7, p.5]

1) Authenticity. That means dialect transfer national or regional qualities of the speakers.

2) Dialect should be totally intelligible.

3) Consistency. The features of the studied dialect should be seen for some period of time.

4) The speech patterns should be integrated into complete acting performances. They must be free form stereotypes or any traits which call attention to the use of the accent.

The number of speakers is an important aspect of the dialect usage. The more speakers use the specific features, the easier these features could be found. The features should be observed in a certain group of speakers. We do not call a dialect a small group of people like a family, a working staff or any other social groups. As you notice, we pay attention to the large territory where a certain group of speakers share the same features.

Dialects in the USA. Traditionally, dialectologists have listed three dialect groups in the United States: Midland, and Southern - although some scholars prefer a two-way classification of simply Northern and Southern, and one may also find a significant difference on the boundaries of each area.

The Standard English refers to whatever form of the English language accepted as a national norm in an English-speaking country. It encompasses grammar, vocabulary, and spelling. In the British Isles, particularly in England and Wales, it is often associated with the "Received Pronunciation" accent. However, there is a particular as described The General American accent. It includes not only phonetic but also grammar and lexical differences. The most common examples describing phonology of the dialect: General American is rhotic while Received Pronunciation is non-rhotic language. The list of the sound differences are given below. The list includes the appearance of the [r] sound in General American accent. The sound appears after:

- Long vowels [ɑː], [ɔː], and [ɜː], as in hard[hɑːrd], borne[hɔːrn], and hurt[hɜːrt], respectively.
- After the short sound schwa [ə] in the comparative endings, as in later[ˈleɪtər], or taller[ˈtɔːlər].
- Diphthongs ending by sound schwa [ɪə] and [eə], as in here[hɪər], and there[∂eər], respectively.
- The combination [jʊ], as in cure[kjʊr], or pure[pjʊr].[5,p.43]

The English language in the US is characterized by relative uniformity throughout the country. However, there are three main dialects: Northern, Midland, and Southern. Midland is subdivided into North Midland and South Midland. The differences in pronunciation between American dialects are the most evident but seldom lead to misunderstanding. Differences in grammar are rare. The differences in vocabulary are quite numerous, for example, Standard American ‘cottage cheese’ is called ‘sour milk cheese’ in Eastern New England, Dutch cheese in Inland Northern and pot cheese in New York City.[10, p.72]

The Northern division includes the New England Settlement, New York, and the Hudson Valley, northern Pennsylvania and Ohio, and beyond. The Connecticut River is usually regarded as the southern/western extent of New England speech. Chief among the local variations existing on the border between the Northern and Midland dialects are those prevailing in and around New York City and northern New Jersey. The New York dialect is famous worldwide due to countless movies and television programs. It is spoken by a significant portion of native-born residents of New York City and its immediate vicinity in southeastern New York State. The New Jersey dialect spoken in northern New Jersey is simply a softer version of the English language spoken by residents of New York and is very frequently mistaken for it. [9, p.73]

The sound of American speech can be also identified with a number of public figures. For example, President John F. Kennedy’s speech is associated with the Boston Irish dialect, while President Jimmy Carter spoke with a Southern coastal dialect. The North Midland speech is familiar to those who have heard Neil Armstrong and John Glenn, while the South Midland speech was the speech of President Lyndon Baines Johnson. [10, p.73]

There are two main things that distinguish an accent from a dialect. An accent refers to the phonological aspect of speech. This includes the sounds or the sound patterns that might be various. On the other hand, a dialect refers to the entire linguistic system. We have an example described by the Marc Ettlinger, PhD, Linguistics, he presented the difference between the Southern accent and Southern dialect. According to him Southern accent might refer to the pronunciation of the vowels (e.g. monophthongization of words like fire to 'fahr') or stress shift (e.g., 'police versus po'lice) whereas the discussion of the Southern dialect would include the accent, but also things like double modals (e.g., I might could go to the store later).Second, a dialect involves a notion of a speech community. It is a group of people who share a set of linguistic norms and expectations with regard to how their language should be used. For example, if someone from India were to move to England and start speaking English, we'd refer to her speech as foreign-accented speech. That is not, alone, a dialect of English. However, as an entire speech community develops, this foreign-accentedness can be a full-fledged dialect. Singapore-English, for example, is a dialect of English that obviously developed from a bunch of foreigners learning and speaking English. [1, p.46] This idea of a speech community also encompasses many specific aspects of a dialect, including native-speakers and social signaling (many people are bi-dialectal and signal certain social concepts in the dialect they chose to use).

Because it's tied to a speech community, you can, therefore, have your basic dialect which is geographic in nature, or you can also have a Sociolect, which is a dialect associated with a particular social class, an Ethnolect, an Isolect and so on. As you can notice, the dialect study undoubtedly connected with the sociological and cultural aspect of language. During the analysis of the Boston dialect examples, we strike upon the term Boston accent. But the question is whether the variety of English language includes only phonological differences or it presupposes a set of phonological, grammatical, vocabulary differences from the American Dialect. As we have mentioned previously the analysis involves the speech community. [2,p.24]

The dialect history began in 1620 when the first settlers came ashore in Plymouth, Massachusetts. The first group of settlers in Boston were about 150 English Puritans who had fled from their native

Lincolnshire to escape religious persecution. The city grew fast and soon it established itself as one of the major cultural, educational, and commercial centers of the original thirteen colonies, and also set the stage for such historical events as the Boston Tea Party. It was a home to such integral patriotic figures as Benjamin Franklin and John Hancock. The foundation of Harvard College in 1636 established a rich educational tradition that is to this day one of the landmarks of the Boston area. With over 70 colleges and universities in the vicinity, it is the most densely populated region of higher learning in the United States, attracting many residents from other regions. By the second half of the nineteenth century, the city became an asylum for the refugees. Many of the Irishmen left the home because of the potato famine and landed in Boston, 1879. People from Italy, Russia, Poland, as well as several thousand Lithuanians, Greeks, Armenians, and Syrians, migrated to the USA and a big number of the people settled in Boston. And by 1920 one-third of the Boston's population was presented by foreign-born immigrants. Boston continues to be a popular destination for students from around the country and around the world. Year after year, students flock to Boston to attend the many colleges and universities in and around the city, and this phenomenon has given rise to a new group of young and middle-aged professionals who have settled in Boston but maintained their own linguistic backgrounds.[8,p.63]

Some dialect traits are shared by many Bostonians, but at the same time, some features might be observed in a certain ethnic community. In this work we tried to analyse the features that occur more frequently in different parts of the city or among different ethnic groups.

Phonology of the Boston dialect.

We would like to start the analysis of vowels. Most US English speakers uses the same or almost the same vowel in both of these classes: The Received Pronunciation of England, like Boston English, distinguishes the classes, using [ɑː] in father and [ɒ] in bother. The Boston accent merges the two classes exemplified by caught and cot: both become [kɒːt] by contrast, New York accents and southern New England accents have [kɔət] for caught and [kɑt~kät] for cot; The UK's Received Pronunciation has [kɔːt~koːt] and [kɒt~kɔt], respectively. [7,p. 43] According to David Alan Stern [ɒ] sound is pronounced shortly. (*Hot; nock; God; odd; not; knock, etc)*. [8,p.6] He uses the definition the short sound that is rounded forward. Short [ɒ] sound tends to be rounded in most of the cases, but not in all of them. We would like to list the exceptions. In Boston and some other parts of New England, a few words ending in /t/, e.g., hot and got, can be exceptions, sounding instead like hut and gut.

[ɑ] substitutes for the rounded [ɔ] of other parts of the Northeast and for the [ɑ] of the Mid- West. This sound change happens when a short [ɔ] comes before *s, ng, f* or *th*. For example: *Boston[bastən]; song [sɑŋ]; often [ˈ ɑftən]; cloth [klɑθ]; awful [ɑfəl]; applaud [ɑˈplɔd], saw[sɑ].* The case of the consonant [t] appearance in the word *often [ˈɑftən]* will be described in the consonant changes section. [8,p.6]

He stalked the ball and vaulted across the lawn. [hi stɑkt ðə bɑl ænd ˈvɑltəd ɑˈkrɔs ðə lɑn]. [8,p.6]

The [ɔʊ] diphthong with the lips forward and considerably closed substitutes for [aʊ] in the "muffled" or the "closed" style of Boston dialect. It became similar to Irish pronunciation.

For example: *sound; crowd; around; coward; power; crown --How about now?*

[sɔʊnd; krɔʊd; əˈrɔʊnd; ˈkɔʊərd; ˈpɔʊər; krɔʊn --hɔʊ əˈbɔʊt nɔʊ?] It almost moving forward and turns into [ɔʊ].

[æ] has several different pronunciations in Boston dialect, depending on the consonants which follow it. It occasionally changes to [ɑ] as it does in Standard British in words such as "laugh" and "can't." However, it does not follow the British rule and isn't even very - consistent from person to person. [8,p.7]

Class; laugh; last; chance; can't; past [klɑs; lɑf; lɑst; ʧɑns; kɑnt; pɑst]

Before "m" and "n", many Bostonians will use the nasalized [ɛə̰] diphthong. This vowel change frequently changed in the words: example; *sand; advantage; and; Sam; transfer; standard [ɪgˈzɛə̰mpəl; sɛə̰nd; ɛə̰dˈvæntɪʤ; ɛə̰nd; sɛə̰m; ˈtrɛə̰nsfər; ˈstɛə̰ndərd].* [8,p.7]

The phonetic characteristic that might be considered the most famous is the pronunciation or vowels with a consonant [r].

[ɑ] substitutes for [ɑr] This is one of the most characteristic and recognizable Boston sounds. Not only does the "R" usually drop, but the vowel stem becomes both palatal and forward. Look at the examples: *marshal; heart; scarf; charge; ark; barn [ˈmɑʃəl; hɑt; skɑf; ʧɑʤ; ɑk; bɑn].*

He disembarked from the sparkling new golf cart. [hi dɪsɛmˈbɑkt frʌm ðə ˈspɑklɪŋ nu gɑlf kɑt]. [8,p.7]

We must point out that the [ɑr] is followed by a word beginning with the vowel and if there is no pause, the [r] sound will appear in the sentence.

--Are they there? / Are all of them there?

[ɑ ðeɪ ðɛr? / ɑr ɔl ʌv ðɛm ðɛr?]

Besides, the vowel in the word "father" sounds like this particular "R-drop." [ˈfɑðɑ] [8,p.8]

[ɑ] also substitutes for the [ɔr] combination. The rounded vowel followed by "R" sounds in Boston dialect almost exactly the same as the [ɑr] cases that we have just described.

Four; score; door; fortune; Orville; more; pour. [fɑ; skɑ; dɑ; ˈfɑʧən; ˈɑvɪl; mɑ; pɑ].

[ʊə̰] substitutes for [ʊr] [8,p.8]

Poor; tour; secure; allure; sure [pʊə̰; tʊə̰; sɪˈkjʊə̰ əˈlʊə̰; ʃʊə̰]

Are you sure you can endure the long tour? [ɑ ju ʃʊə̰ ju kæn ɛnˈdjʊə̰ ðə lɔŋ tʊə̰?]

[ɪə̯] substitutes for [ir] [8,p.8]

--gear; clean; appear; sincere; tears [gɪə̯; klɪə̯; əˈpɪə̯; sɪnˈsɪə̯; tɪə̯rz]

The pronunciation becomes similar to Recived Pronunciation.

--Never fear, the wheel to steer is near the gear shift. [ˈnɛvər fɪə̯, ðə wil tu stɪə̯ ɪz nɪə̯ ðə gɪə̯ ʃɪft].

Boston accents make a greater variety of distinctions between short and long vowels before [r] than many other modern American accents do: hurry [ˈhʌɹi] and furry [ˈfɝri]; and mirror [ˈmɪrə] and nearer [ˈniərə], though some of these distinctions are somewhat endangered as people under 40 in neighboring New Hampshire and Maine have lost them. Boston shares these distinctions with both New York and Received Pronunciation, but the Midwest, for instance, has lost them entirely.[6,p.40]

Adding a sound [r] to vowel endings. Many people think that Bostonians add [r] to all words which end with a vowel. That is not a truth. Most of the time the "extra R" is added only to words ending with vowels when, in turn, the next word begins with a vowel. Look at the given examples.

*That's Cuba. / Cuba is an island. ðæts ˈkjubə. / ˈkjubə**r** ɪz ən ˈɪsˌlænd.*

*That's a good idea. / That's an idea-and-a-half. ðæts ə gʊd aɪˈdiə. / ðæts ən aɪˈdiə**r**-ænd-ə-hæf.*

*That' s what I saw. / I saw it over there. ðæt ɛs wʌt aɪ sɔ. / aɪ sɔ ɪt ˈoʊvə**r** ðɛr.*[8,p.9]

As you can notice the [r] sound appears in the words that do not have this sound.

Concerning the consonants, the more deeply urban varieties of the Boston accent may use the dental stops [t̪, d̪] to replace the normal English dental fricatives [θ, ð] similar to the Irish pronunciation. [6,p.40]

In most cases, as we have mentioned, the differences in grammar are rare. The Bostonians use the same grammar patterns as the other Americans. But we have found a notion that is called negative positive sentences.

"So don't I" (Pronounced "So doan I"): The real meaning is "*So do I*" or "*Me too*", This is just one example of the Massachusetts negative positive. Thus: "I *love hippos." "Oh, so don't I!" As they say, go figure!'* [9]

The phrase 'Can't get' is another example of the negative positive: *"Let's go see if we can't get your car fixed.*" The meaning is opposite ' *if we can get your car fixed*'. [9]

Analysing the vocabulary of the Bostonian dialect, we relied on the dictionary created by Adam Gaffin. His work is published on the Boston University website and it is called 'The Wicked Good Guide to Boston English'. The author decided to illustrate the Bostonians' specific features by input of the specific vocabulary into the title of the dictionary. There are two kinds of words that are listed here. The first group includes the words that really are unique to the Boston area and words that, while not unique, but they have an unusual pronunciation. We would like to pay attention to the first group of words.

We have divided the specific vocabulary into some groups. The first one might be called geographic locations. The first specific word of the area is the Hub. The Hub is a word that denotes the name of the city. First coined by writer Oliver Wendell Holmes, who actually referred to 'the State House as the hub of the solar system; today, a plaque in the sidewalk in front of Filene's downtown commemorates the exact center of the universe'. Actually, pretty much the only people who use the word anymore are headline writers looking for a short synonym for "Boston," as in the apocryphal Globe headline: *2 Hub men die in blast; New York also destroyed.* [9]

Other geographic locations that have a unique names:

Irish Riviera The South Shore, extending from Nantasket Beach as far south as Sandwich on the uppa Cape, with its cultural center in Scituate.This expression that can refer to any of several seaside communities in the United States with high population densities of Irish-Americans. [9]

The Cape. It is an interesting fact that has two capes - Ann and Cod - but only the latter is The Cape. Some other expressions charachtrising the geographic location include: **Mecca -** Massachusetts General Hospital. **The Common** - the green park in the center of town, backed up near; **the rotary** (a traffic circle), and that he should have taken the **parkway** (a divided highway).[8,p.64]

Intensifiers and adjectives. Boston dialect includes a number of intensifiers and adjectives that intensify the meaning. Intensifiers are adverbs or adverbial phrases that strengthen the meaning of other expressions and show emphasis. Words that we commonly use as intensifiers include absolutely, completely, extremely, highly, rather, really, so, too, totally, utterly. [9]

Wicked - synonymous with "very" or "really." Used to describe add emphasis to an adjective. The Boston meaning derived from the movie " West Side Story" in 1961. The meaning came from the movie in which the gangs of NYC would use the word " cool ". In Somerville, Ma. in the hub of Boston, Jim Labadini orchestrated the use of this word through out the Somerville school system over 4,000 students. This was intended to be a word that would be unique to kids in Somerville to use to express " how cool" something is in their own terminology. It quickly caught on through out Greater Boston.

"He's wicked nuts!"; "Somerville is the most wicked city in Boston." [9]

Killa - wicked cool or funny: "*Did you see his new TA? It's killer!*" or *"I rented that movie 'Dumb and Dumber' - what a killer!*" [9]

Nizza - a very local variation (Brookline circa 1965) of the Boston pissa. Really good, something that is very cool: *"I just bought a nizza looking sports car for only $18,000.*"

Frickin'[9]

The F-word as an adjective in polite company. "Often paired with 'wicked,' creating the sublime poetry of *'That kid's wicked frickin' queeaahh*,' or '*The Ozzy cawncert wuz frickin' wicked!*!!'"

Mint - the adjective used in the meaning good or excellent. *'Ah, that's well mint!'* [9]

The food vocabulary is a large layer of the specific Bostonian vocabulary. The words **P'daydas** (a staple of the Irish diet, served mashed or baked), **American chop suey** (a dish consisting of macaroni, ground beef, tomato, onion, and green peppers) or Frappe (A milkshake or malted elsewhere, it's basically ice cream, milk and chocolate syrup blended together. The 'e' is silent) transfer the unique meaning that might be problematic for understanding it. Boston dialect has a number of words related to cooking or kitchen appliances. For example, **a spider** - a frying pan. Now largely obsolete; refers to old-style pans that had legs to keep them off the coals. As we noticed, this part of the social life is important for Boston citizens, since It consisted of more than several dozens of different names related to food and cooking. [8,p.64]

Names of professions or members of society are one more topic containing a large group of names describing professions. It contains the name of the officials, **fence viewer -** appointed official in suburban towns whose job is to mediate disputes between neighbors about fences. Or it could show the ethnicity, **hoper -** Irish resident who hoped to be accepted into Brahmin society. In some cases, it is a representative of a social group. For example, **rat -**Young resident of certain neighborhoods, for example: "Rozzie rat" and "Dot rat" (the former being a denizen of Roslindale, the latter of Dorchester).

The Back Bay and Beacon Hill do not have rats, at least not of the human variety. [9]

The last point of specific vocabulary includes **the phrases that are commonly used in Boston.**

Across the river - often tinged with a derogatory connotation: "*He never amounted to much; he's a lawyer across the river.*" [9]

The phrases containing the pronoun **down** are commonly used in Boston**.** The meaning of the phrase is indicate the geographic location: "*They're down the Cape today*." Sometimes prounounced "downna," as in "*Wanna go downna Boston with me*?" [9]

Some other distinctive phrases include the verbal phrases: **to take a Dudley –** to get lost or **to zoo on -** to make fun of, for example: "*What are you, zooin' on me*?" [9]

In the paper, we tried to find the specific features of Boston variety of English. We used phonological and grammar differences to prove the presence of the dialect. The dialect has been developing for more than 4 centuries. The multicultural community of speakers contributes to the creation and formation of the unique variety of English. The analysis shows a great difference between General American English and the speech of Bostonians. Phonologically Boston Variety shares some features with Received Pronunciation of the UK, Irish dialect of English. But it includes some distinctive ones. For example: the [r] sound drop or appearance. Dialect According to the definition the accent includes phonological differences with Standard English accepted in the country. During the study of the Bostonians' speech pattern, we have found lexical and grammar differences. For this reason, we have made a conclusion that the term dialect is more acceptable for the given variety of language. The study shows the cultural essence of the Boston dialect. Many Bostonians are proud of the way they speak, and this linguistic pride has allowed the Boston dialect to remain strong despite the challenge of a changing city. The Boston dialect remains a badge of honor for many who speak it. This study might be continued showing the sociological distribution of language among different groups of speakers. It might be ethnic, professional or social groups. Some researchers show similar features between New Your dialect and Boston dialect. Thus, this relation might arouse interest in linguists. Some authors show dialect usage in literary texts. John Steinbeck's appraisal of Massachusetts speech in *The Grapes of Wrath* is one of the most often cited quotes in dialectology.

'Ever'body says words different . . . Arkansas folks says 'em different, and Oklahomy folks says 'em different. And we seen a lady from Massachusetts, an' she said 'em differentest of all. Couldn' hardly make out what she was sayin'.[9]

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REFLECTION OF CULTURAL SYNTHESIS OF BRITISH AND COLONIES IN THE ENGLISH POSTIMPER CINEMATOGRAPH.

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The article examines the features of British cinema coverage of the cultural interaction of Englishmen living on the territory of the British colonies with the autochthonous population. The subject of the study were British art films of the 1960s-1990s, filmed in the post-imperial era and characterized by a free author's view of the cultural synthesis of the inhabitants of the metropolis and colonies. Not constrained by the political framework, the directors paid much attention to point-like camera work, focused on the details of the way of life of "natives" and Englishmen, numerous symbolic scenes of films became a way of conveying their ideas. All this together provides an opportunity to trace how the culture of everyday life, consciousness, behavior of two peoples in one country changed. Such a valuable reconstruction of the historical background served as a necessary decoration for the authors to reliably display the plot events of the film being shot.

Keywords: British Empire, cultural interaction, colonial India, colonial Africa, metropolis.

ОТРАЖЕНИЕ КУЛЬТУРНОГО СИНТЕЗА БРИТАНЦЕВ И ЖИТЕЛЕЙ КОЛОНИЙ В АНГЛИЙСКОМ ПОСТИМПЕРСКОМ КИНЕМАТОГРАФЕ.

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В статье рассматриваются особенности освещения британским кинематографом культурного взаимодействия англичан, проживающих на территории британских колоний, с автохтонным населением. Предметом исследования явились художественные ленты Великобритании 1960-1990-х гг., снятые в постимперскую эпоху и характеризующиеся наличием свободного *авторского взгляда на культурный синтез жителей метрополии и колоний. Не стесненные политическими рамками, режиссеры уделяли большое внимание точечной операторской работе, сосредотачивались на деталях уклада жизни «туземцев» и англичан, многочисленные символичные сцены фильмов стали способом передачи своих замыслов. Все это вкупе дает возможность проследить, как менялась культура быта, сознания, поведения двух народов в одной стране. Столь ценное воссоздание исторического фона, служило для авторов необходимой декорацией к достоверному отображению сюжетных событий снимаемой киноленты.*

Ключевые слова: Британская империя, культурное взаимодействие, колониальная Индия, колониальная Африка, метрополия.

БРИТАН ЖӘНЕ КОЛОНИСТРЛЕРДІҢ МӘДЕНИТТІК СИНТЕСІН АҒЫЛШЫН ИМПЕРИЯДАН КЕЙІН КИНЕМАТОГРАФИЯ АНЫҚТАУ.

Ибраев Е.Е. - Тарих ғылымдарының кандидаты, Қостанай мемлекеттік университетінің Қазақстан тарихы кафедрасының аға оқытушысы. А.Байтұрсынов.

Мақалада британдық кинотеатрлардың британдық колониялар аумағында автоктүрлі халықпен өмір суретін ағылшын адамдарының мәдени өзара әрекеттесуін сипаттайтын ерекшеліктері қарастырылады. Зерттеудің тақырыбы 1960-шы жж. -90-шы жылдардағы британдық көркем фильмдер болып табылады, пост-империя дәуірінде түсірілген және митрополиттер мен колониялар тұрғындарының мәдени синтезі туралы еркін авторлық көзқараспен ерекшеленеді. Саяси негіздермен шектелмеген режиссерлер «жергілікті тұрғындар» мен ағылшын адамдарының өмір салтының егжей-тегжейіне шоғырланған камералық жұмыстарға көп көңіл бөлді, фильмдердің көптеген символдық сценарийлері өз идеяларын жеткізу тәсілі болды. Осының бәрі бір елдегі күнделікті өмірдің, сана мен мәдениеттің мәдениетін қалай өзгерткенін анықтауға мүмкіндік береді. Тарихи фондының құнды қалпына келтірілуі авторларға түсірілген фильмнің сюжеттік оқиғаларын сенімді түрде көрсетуі үшін қажетті декорация болды.

Түйінді сөздер: Британ империясы, мәдени өзара, колониалдық Үндістан, отарлы Африка, мегаполис.

During the four and a half centuries of the existence of the British Empire, inevitably there should have been changes in the cultural life of the English and colonial peoples. One way to trace these changes is the cinema of the former empire. Among the artistic films of English cinema, devoted to the colonial policy of Britain, you can find some films that clearly demonstrate how the culture of peoples, which met due to historical circumstances, gradually changed. A study of the content of such films will help answer the question, what was the nature of this cultural synthesis, what did it carry for the people, what aspects reflected the cinema of England in the postcolonial period?

The aim of the article is to study, through the prism of postcolonial cinema in England, certain aspects and peculiarities in the dialogue between the cultures of Britain and the colonial peoples. These include the formation in India of a military-army subculture of the British model among the Hindus. It is also necessary to consider the gender issue in intercultural relations, the emergence of anglicized representatives from among the autochthonous population, and the borrowing of certain attributes of Eastern culture by Europeans.

Colonial expansion from the very beginning faced factors that hampered the cultural interaction of the races. On the part of the British, these were arrogance, conviction of one's own superiority, rejection of many features of the culture of indigenous peoples. Indian customs such as "sati" - the rite of burning widows, or ritual infanticide, brought Europeans into horror, putting an end to an objective assessment of the entire culture of India. Scenes from the Kama Sutra, imprinted in books and sculptures, resented the Puritans, reinforcing their confidence in the need for a civilizing mission. On the part of the inhabitants of the colonies, cultural synthesis also often encountered peculiarities of their worldview. For example, "... Indian society, as can be judged from the sources available now, was generally satisfied with the knowledge of such time periods as the date (year, month and its" light "or" dark "half, day, day) and time of day, not feeling with the need for an hourly, not to mention minute, time division, "- wrote the researcher E. Vanina [1, p.77].

Approximately the same specifics were among African peoples. It is no accident that the English traders claimed that time "has no value for the natives," and English missionaries came to the conclusion that the African "has no idea of time," for him "postponement for a day or even a week means nothing, if he receives food and drink ", in comparison with the Englishman," who wants to reach the goal as soon as possible, since time has the price of gold "[2, p. 192]. In contrast to European ideas, in traditional African culture time did not have an abstract dimension in hours and minutes, but was determined by natural cycles- the time of the day and the seasons (seasons), and it was perceived in connection with a particular space [3, p. 254].

The most difficult for Europeans was an understanding of the spiritual world of the inhabitants of "distant countries", their thinking, psychology, attitude towards work. In particular, as N.A. Erofeev, "... the whole of Africa to the south of the Sahara remained a mystery for all Europeans for a long time, and the overwhelming majority of European observers strongly exaggerated the backwardness of the Africans, the primitiveness of their economic and political life. The study of Africa began only in the middle of the XIX century, but very soon there was found much evidence of the rich cultural past of the Black continent "[2, pp. 189, 197]. Findings and discoveries proved the existence of a high level of culture and art of African peoples.

But the imperial ideology for a long time prevented the scientific world from assessing the evidence.

Cinematography of the imperial period did not hurry to cover the problems of intercultural communications. In the "colonial dramas" of the Kord brothers, we will not meet the above trends, on the contrary, these tapes show how "happier" the people have become, for example, the Indians, who were able to communicate closely with the British and serve the Crown. Almost all native characters, regardless of age and social background, speak English perfectly. In this case it was not only the director's way to do without subtitles and invented in the 1930s. simultaneous translation, but also screen propaganda for the introduction of English education in the colonies.

The British in the "colonial tapes" of the director Zoltan Kord do not make life difficult for them by mastering the cultural features of the imperial suburbs. They masterfully manage their possessions and generally behave as if they did not leave the Foggy Albion: in spite of the heat, uniforms are traditional for military and colonial officials, there is no hint of melodramatic relations with local women, etc. If someone from the British and tries to get acquainted with the local color, then, as a rule, it is presented in comical scenes. For example, in the episode from Sanders from the River, when an elderly full officer, laughing at English women, clumsily attempts to climb a camel.

In the postimperial period there are films that can be called "independent" or author's. In many of them, the ideological lines of the plot were not as obvious as in the film production of London Films. This is due to the fact that the presence of an ideological component was not now the main condition for funding, so the creators of the film production could freely embody their own ideas on the screen.

Films of the postcolonial period remind that from the beginning of colonization the British acquaintance with the orders and traditions of the conquered ethnoses had a mostly closed form, characterized by a restriction of interaction with local societies. During the XVIII-first half of the XIX centuries. there was an artificial inhibition of the dialogue with representatives of different strata of the population. In India contacts were established mainly with the princes-maharajas, with whom the subsidiary contracts were concluded. These agreements established the unofficial power of British residents over the principalities. The Maharaja, in exchange for political control over themselves, received guaranteed military assistance and protection from internal and external enemies. Constant contacts of resident governors with Indian princes increased the intensity of intercultural exchange of representatives of two civilizations, sometimes growing into friendly ties between them.

In this regard, it is worthwhile to look at the content of the multi-part film Far Falls, filmed in 1983 by Peter Duffel, according to the book of the English writer Mary Margaret Kay [5], who spent her childhood in British India, and whose grandfather was a participant in the suppression of the Sipai uprising and the first Anglo -Afghan War. The plot tells of colonial India in the 1870s, where the British army unsuccessfully tries to suppress the next uprising of the sepoys. The plot of action in the novel and the film is the feat of the soldier Ashton Martin, who saved the daughter of the local prince from falling into the abyss. The hero will be invited into the tent of the Maharaja, with whom he will later become friends. The ruler, named Rao, plays British actor Christopher Lee in the film. After the acquaintance follows the scene of the game of chess, where Martin wins. To the astonished question of the prince, where he learned such tactical moves, the Brit modestly responds that he is a hereditary military man. The next competition will be falconry, where an Englishman invites a maharaja, and which will be won by an Indian. Rao praises Martin for a worthy rivalry in the game and the hunt, and at the same time he expresses gratitude to the British for helping him gain power in the principality. The ruler even admits that after gaining the throne, he dismissed his harem and married one lover in order to comply with European rules.

Similar features of adopting an alien culture existed not only in the colonies. Some Asian states that had an independent status, and, moreover, sought to preserve it, also transformed their culture and way of life in the new era. The example of the film "Anna and the King" (1999) shows that such trends were observed in Siam (now Thailand). Here King Mongkut, arranging a ball in the European style for the newcomers of the British, faces a rather difficult dilemma. According to the Siamese tradition, all people who are not members of the royal family must lie on the floor while the king is near, "so as not to dare to be higher than him." But such a law is simply unacceptable for the English. And then Mongkut for the first time in the history of its state allows all guests to stand and celebrate the ball, as it is supposed in Europe. In this way he brings upon himself the wrath of the aristocratic elite of Siam, but in the conditions of the changing world situation (1862) he is compelled to adapt to it.

The same situation awaited another eastern ruler - the last Chinese emperor Pu Yi, the representative of the Manchu dynasty Aisin Gero, who became the main character of the film "The Last Emperor" directed by Bernardo Bertolucci, who shot his work in a British film studio.

In the film, Pu Yi is an ex-emperor, since the time of action of the plot refers to the period of approval in China of the republican form of government. Along with the changes in the state life of the country, there are changes in the appearance and behavior of Pu Yi himself. So he happily wears glasses that help him restore sight, despite the reproaches of the courtiers that "the emperor should not wear glasses so that no one doubts his power ". He quickly develops a bicycle given to him by a Scottish mentor (performed by British actor Peter O'Toole) and no longer wants to move under the canopy. Moreover, Pu And dreams of leaving the Forbidden City, the eternal residence of the Chinese emperors, to go to England and enroll in Oxford.

When a regiment of soldiers arrives at the palace to expel the former monarch and all his courtiers from the Forbidden City, the regimental commander sees a rather exotic picture for him. The ex-emperor with glasses, dressed in a white tennis suit, enthusiastically plays with his wives in tennis, a classic English game. The officer will watch this spectacle for a while, then abruptly interrupts the game and orders Pu to leave the palace forever. Perhaps, if the latter were dressed in traditional clothes for the ruler, the officer would behave more respectfully.

Later, the former emperor will be arrested after his wandering through the cities of China and Manchuria. During the interrogation, he will be asked: "Why did you buy only Western things, and why did you call yourself Henry Pui?". To which, he will reply: "I liked all the western, especially chewing gum, aspirin, cars. I wanted to be a real rake. "

And yet it cannot be said that the last emperor of China, torn apart by European powers and civil war, was absolutely Europeanized. As soon as he received from the hands of the Japanese only a small fraction of real power, becoming the ruler of the state of Manchukuo, Pu Yi quickly restored his former situation. He dresses the traditional clothes of the emperor, participates in the ancient rituals of taking power, and also gets a large staff of courtiers and servants.

However, in the life of ordinary people little has changed in the period of the presence of the British in the colonies. This is well demonstrated in the movie "Kim", directed by director John Davis in 1984, based on the novel by Reddyard Kipling. The work was published in the monthly edition of the Journal of Kassels in 1901, and was later published as a separate book. It contained a whole series of adventure stories, united by one hero. The plot of the film tells about the boy-metise, the son of an Indian and a Briton, who lived in the late XIX century. in a huge Indian city. Kim for his cleverness and courage is taken to Anglo-Indian intelligence and sent with instructions to the other end of the country.

The film begins with the display of a noisy and crowded marketplace. To one of the counters with vegetables, a cow approaches, which no Hindu dares to drive away, afraid to break the age-old taboo. But here comes Kim, who cynically hits the cow with his feet, driving her away from the counter. This scene demonstrates that young Indians are brought up a little differently than the more adult generation. However, such a moment, almost the only hint of a longstanding British stay in India. Further, the operator shows the city, where it can be seen that most of the Indians are still dressed in traditional clothes and turbans. The centenary dominance of Britain almost did not affect the appearance of the common people. Russian traveler P.I. Pashino wrote on this occasion: "The costume of a Hindu consists only of a rag wrapped around the head, and another small piece of cloth that wraps around the loins; on his feet, and even not at all, wearing shoes ... the townspeople wrap their body with a piece of white matter.

At the same time, the Anglicized Indians, "continued Pashino," are imitated in everything ... by the English. They flaunt the clock, chains, rings, gold belts, velvet waistcoats, motley European trousers "[6, p. 264].

The emerging middle class, unlike the bulk of the population of the colonies, increasingly took on the features inherent in European civilization. This process was accompanied by the deliberate involvement of Indians in the spheres of English education, medicine, colonial administration. "... The English could not do without a small stratum of educated Indians - Indian by blood and skin color, English by taste and mentality", - Russian historians write [7, p. 365]. A certain role was played, of course, by the "civilizing mission".

A clear testimony is the visual series from the movie "Trip to India" by David Lin. Here the main character - young doctor Ali Ahmed - is dressed in a European costume, wears a wristwatch and has many English books in his office, and Ahmed's lawyer appears in the same way, protecting him in the lawsuit.

For the appearance of such a layer, the British in the XIX century. create European schools in India. Of course, they could not change the general picture of the cases. The bulk of children continued to work from a small age, and not learn.

Yes, and education remained mainly at the primary level. Kim himself - the future British intelligence officer - is taught the arithmetic and geometry of geometry only so that he can determine the location of the enemy and calculate the number of soldiers, cannons, etc. available to him.

Observations of P. Pashino are confirmed by another traveler G. Lacost, calling the Anglicized Asians "... the inevitable product of the English imperial system, that particular elite of" pseudo-Englishmen "whom the British seem to have perceived as a parody of themselves and which evoked their apparent dislike. This elite was its own English offspring, but the question of how to treat it remained unresolved. Even accepting at home an educated Hindu who graduated from the course at a European university was almost a feat "[8, p. 85]. Nevertheless, the Indo-British felt quite confident in the British environment, and it was better for them to tolerate dislike of the white Sahibs than to feel hostility from their uneducated tribesmen. In the scene that takes place within the walls of the club ("Far Tents"), the Hindu teacher of the Hindi teaching the English cadets is asked if he does not want to teach the Indian language to the English language. To which, the Indian, pursing his lips with hostility, answers that it is hardly necessary and that he does not really want to do it.

What were the trends of cultural interaction in India? One of them was the transformation of the military, army subculture of the Empire and British India.

English cinematography generously demonstrates how in the colonies was the process of militarization on the British model of the local population. In the films - "Kim", "Far-away tents", "Trip to India" - we see that Indian soldiers organize parades, march in a clear formation in red uniforms, with buttons and buckles polished to shine. The spectator demonstrates the perfect execution of commands: "Build!", "Step march!", "Round!". Separate words deserve the Indian military orchestra, where Indians assiduously, on a variety of musical instruments perform marching melodies. In the film "Unworthy Behavior" (1975), a servant of British officers, named Rada Singh, proudly tells that he is a representative of the military dynasty, serving the Crown, for a century. Even the rebellious Yakub Khan, the character of the "Far-away Tents," despite his belligerence toward British rule, is dressed in a military uniform and carries epaulettes on his shoulders. The army uniform, despite its alienity to the Indians, allowed a person to stand out above his fellow tribesmen. The uniform became a new distinctive feature for those Indians who were related to the war, a form of their special caste.

What works and costs did the British have to turn the "natives" into exemplary military men, says a scene from John Huston's film "The Man Who Wanted to Become a King" (1975). The film tells of two British soldiers, Daniel Dravot and Pichi Carnegane, ordinary warriors with a craving for adventurism, trapped in a mysterious mountainous country in southern Afghanistan, where they became idols of the local population. For this, the soldiers had to resort to fraud and deceit, which ultimately convinced the natives of the divine origin of the newcomers.

But before the enterprising British decided to create to protect their "divine" bodies - a real guard on the British model. Training in formation, march, commands and account from them required incredible efforts, nerves and endurance. Especially the characters were tormented over how to teach the natives "to put their feet right and right" (quote from the film), while clicking with nonexistent heels! These scenes show how much such a process really was long and difficult for Europeans who, nevertheless, achieved their goal and created in Asia a typical British army of representatives of the autochthonous population.

However, it cannot be asserted that the natives were poorly trained in all military aspects. So, for example, from the above-mentioned film, it can be seen that short-range training with the use of sabers and horse attacks succeeds the learner much easier and more willingly.

The film "The Man Who Wanted to Become a King" was shot on the basis of the eponymous story by R. Kipling, who witnessed how the British and the population of the colonies interacted most closely. In the film, there is a scene containing some feature of the era of British presence on the Asian mainland. It's about the cadres showing a huge fan, driven by a Hindu to cool the English military, sitting in a stuffy and hot field tent. In this action, perhaps, there is a symbolic meaning, the director seems to hint at the predominant position of the British, for being under the fan in the East means power and command.

The country where the main characters fall, performed by Michael Kane and Sean Connery, is Kafiristan, a land of mountain inhabitants professing paganism whose main deity is Iskander - Alexander of Macedon, who supposedly conquered the mountaineers in 328 BC. e. Kafiristan is the historical name of the territory between Afghanistan and Pakistan, where the Nuristanic tribes lived since ancient times. These tribes are attributed to the descendants of the Aryans, but according to another version - the Nuristanis are descendants of the warriors of Alexander the Great.

Thanks to a lucky chance (namely, a medallion with the image of Alexander of Macedon on the chest of Pichy), the British are mistaken for the descendants of Iskander the Great. Accept willingly and with enthusiasm, which emphasizes the idea and the author of the story and the creator of the eponymous film, that the East has always been waiting for the arrival of the West. And when he had waited, he received him widely and cordially.

However, the tragic ending of the story and the film tells about another. The natives, discovering that the aliens are as mortal as they are, and besides do not honor the traditions of the country, which for thousands of years preserved them, cruelly executed the newly acquired "kings". Here Kipling seemed to have foreseen the reason for the loss of prestige of the British in the colonies, which will happen half a century later.

The problem of the cultural interaction of Europeans with a closed autochthonous civilization can also be traced to the example of the Zulu people living in southern Africa for about fifteen thousand years. The plot on this topic formed the basis for a number of works of British filmmakers. The most famous of them is the movie directed by Sai Endfield "The Zulus", released on screens in 1964. The plot is based on a real historical event - the battle of Rorkx-Drift.

The authors in the first scenes show that by 1879 the Zulus had already felt the danger of the presence of the British on their continent, due to the huge losses in the battles, where their warriors perished, as a rule, twice as many as the enemies. The threat of destruction forced Africans to reconsider the traditional ideas about marriage and the time of its imprisonment. More and more often, large-scale festivals began to be held, accompanied by mass weddings, when hundreds of men take on girls' wives in order to have time to conceive a new generation before dying the next day. "They are now dancing and celebrating weddings almost every day," reports the British intelligence officer in one of the scenes of the film.

Scenes, telling about the life of the English military camp, demonstrate the life and work of the local population, which serves the British army. And let the Africans have no interest in money and gold, the British have filled this gap, by paying for the work of Aborigines by cows.

Many representatives of the Bantu people in this film, serve the British army, carry out the functions of guarding, intelligence, carry a regular service. And they are all dressed in the form of "khaki" color. For the first time the uniform of this color was used by the British army in India in 1867-1868. For auxiliary units, consisting of local residents (the Corps of Scouts). During the second Anglo-Boer War of 1899-1902, units of the British army completely switched to a khaki uniform. In a sense, the events of the Anglo-Zulu conflicts served as a transitional period in the history of the British military uniform. Over time, realizing the advantages of camouflage and the shortcomings of the traditional red color, the British, reluctantly, abandoned the imperial form, which saved many of their soldiers in the future.

In the film "Zulus", the military borrowing of the two races is further revealed. We see how during the battle, the Africans tried to adapt to the rifle fire of the British, substituting for the bullets the front echelons of the attackers. It was a sort of reconnaissance battle. Dozens of warriors obediently take fire on themselves, fall under a hail of bullets. The British rejoice, as long as the local Zulu expert, the drill, does not point to the nearby rock where the commander of the rebellious king Kechweio is, counting the number of rifles the enemy has. After such calculations, opponents of the British, regrouping, usually attacked from the flanks.

Zulus were the first African people, who had long ago started using tactics called "buffalo horns". According to this tactic, the whole army was divided into three parts: the "Horns" embraced the enemies from both flanks. Here usually put young, inexperienced fighters. "Chest" was the main striking force, attacked directly on the forehead. And the "body" consisted of spare forces from veterans who were supposed to finish off the enemy. In the film, the aforementioned drill draws on the sand the British officers a tactic of the "Buffalo horn" tactic, proving how the Zulu army is a formidable force, which plunges the British into confusion and confusion.

However, now this tactic has quickly become obsolete. In the final part of the film, the Zulus refuse the Buffalo Horns, due to the fact that they captured the firearm, but, unable to shoot accurately, they accidentally killed each other during flank attacks, when the "horns" had to close.

The contradictoriness and paradox of cultural contacts between Europeans and non-Europeans at times assumed extremely distorted forms. Especially in cases where innovations were contrary to the ideas of the indigenous population. In the already mentioned film "The Man Who Wanted to Become a King" there is a scene where a traditional British polo game is shown, but with an Afghan "color." Players, riding horses, instead of playing a ball, are severed by the enemy's head. Imitation of the British exists, but with elements of local perception of what this game should be.

At the same time, the cultural interaction of the British with the indigenous peoples was two-sided. European stereotypes also underwent changes under the influence of the situation in the colonies.

One of the completely innocent examples was the appearance of fashion on the mustache and beard in the British regiments stationed in India. In many pictures of the "colonial" cinema, it is possible to observe British officers and soldiers, most of whom wear whiskers of a variety of shapes and sizes, along with sideburns and beards, not yielding to the abundance of the hair on the face of Indians. In real life, this fad, oddly enough, was caused by the direct opposite of the sense of the commander in chief of the Madras army, Sir John Craddock. In 1806, in the name of "elegance and elegance", he ordered his sepoys to cut their mustaches in a military manner and cut off their beards. After all, in England so far wore wigs, and the vegetation on his face served as a mockery. In addition, the sepoys were ordered to wear new turbans with a leather cockade, to remove all caste symbols and earrings while they were wearing a uniform. This led to a mutiny in Vellore, the most powerful fortress in Karnataka [9, p. 365]. Such a reaction on the part of the sipais was quite understandable. In India, beards were considered sacred, and mustaches were a symbol of masculinity and male power. The Indians looked at the clean faces of the English with surprise and contempt, considering them not as masculine, castrated razor [10, p. 155]. However, time has done its job: the English are accustomed to the beards of Indians, especially since in England itself there was such a fashion. Therefore, in 1831, the Lancers cheerfully welcomed the order prescribing to wear a mustache. And a quarter of a century after the Vellore uprising, the mustache became mandatory for the European soldiers of the Bombay army of the East India Company. They were enthusiastically received elsewhere. "For example, the Royal Durbin Rangers immediately stopped shaving the upper lip, and this fashion became a fetish and a martial art", - P. Brandon narrates.

Another example of how Europeans changed their beliefs and habits is the scene with smoking hookah in the British club (the film "Far Tents"), where a guest request from England to treat him with tea, he offered a pipe with a hookah. This device came to Europe by the end of the XVIII century. However, it was widely spread only half a century later. Before that, the hookah was just an exotic oriental souvenir. Closer to the twentieth century smoking hookah became common not only in England, but also in other Western countries. Hookah bars appeared in many European capitals. The creators of the "Far Tents" thus absolutely correctly recorded the time when the hookah became popular among Europeans.

The consumption of opium is also among the borrowings of Europeans from the inhabitants of the Asian continent. The huge flow of opium imported by the British into China led not only to mass drug addiction, degradation and increased mortality among the local population, but also affected the tastes and habits of Europeans themselves. The English writer Thomas de Quincey in 1821 even wrote the autobiographical book Confession of an Englishman who used opium, which told about his propensity for drugs, and about the role of opium in his work. The character of the story of Arthur Conan Doyle's "Man with a split lip", from the products of the Sherlokov cycle, took opium under the influence of De Quincey's book. The same did and Sherlock Holmes himself, who narcotic hallucinations allowed to look at the crimes under investigation from an unusual angle. In 1962, based on the story of De Quincey, the American film Confession of the Opium Smoker was filmed.

Found reflection in British cinema and gender aspect.

Exotic East for Europeans, among other things, it seemed and place of various erotic fantasies. Since the time of the Crusades, transfers of Arab and Indian sexual benefits have been the subject of collecting in Europe. A detailed description and instructions of amusing pleasures in oriental books have found their expression in art, poetry and prose, as well as in pornography. In the colonies, there were circulating cheap photographs depicting naked "savages" depicted on them, writes F. Levine [11, p. 136]. British cinema cramps such intimate moments of colonial life, bringing to the forefront the theme of love between English men and Indians.

But the romantic relationship of the British with the "native" began to be controlled. Their regulation was one of the priorities of the colonial administration, which in such connections saw a threat to the preservation of decency, Christian faith and the reputation of the British. The military was strictly forbidden to marry Indian women, and, moreover, to have children with them. This taboo has found its embodiment on the screen. In the films "Kim" and "Far-away Tents" scenes are shown in which high military officials severely chastise their subordinates, caught in romantic connections with Indians. Kinoekran similar moments made key in the plot. So in the "Kim" British officer, reproached by the general for his relations with the Indian, is really in love with the daughter of the local rajah, moreover, they secretly have a son. When it becomes known, the officer loses his rank and place in the regiment. In "Faraway Tents," the main character, saving the Indian princess from falling into the abyss, falls in love with her later. On this melodramatic line, a plot of the film is tied about a soldier struggling not only with insurgents, but also with bureaucratic orders that block his path to personal happiness.

The official ban on marriage between British soldiers and local women provoked moral changes in Anglo-Indian relations. Characteristic is the scene from the movie "Kim", where they show Indian prostitutes. On the screen they shout something to the British officers, trying to attract their attention, and in general they are very cheeky, which is not at all typical of the traditional behavior of Indian women. This fact is not at all invented by the director or screenwriter, although he was absent from the Kipling novel. The existence of Indian priestesses of love did take place. English officers were forbidden to engage in masturbation and visit boarding schools, where young Indian women were kept. But the British military, secretly creating "local brothels, considered them so important for mental health that when in 1890 a confidential circular against the native mistresses was issued, one local equestrian club exhibited a horse with a symbolic nickname" Psychological Necessity " [12, p. 130].

The arrival in India of a significant number of white wives contributed to the gradual disappearance of local concubines from the life of the English. However, this is a completely different page in the history of British India. The films about colonial Asia are being given time and showing "mem-sahib," which are usually very stiff, "dry" in communication, and contemptuous of Indians.

The long presence of British in the colonies led to the formation of a specific group of people in India - Anglo-Indians. These included British officials, officers, soldiers, missionaries, who were a kind of "civilizational bridge" between England and India [13, p. 14]. A long stay in a foreign country forced the Anglo-Indians to seek forms of adaptation to the culture of the colony. This form was "... the preservation of British traditions, expressed in the realities of everyday life. European architecture, vehicles, partly the interior of the dwelling and diet, the type of clothing and ornaments, and, finally, the usual pattern of secular life for the British, with its traditional entertainments, acted as a means of social and psychological adaptation of the British in India, "writes S. Rafaluk . That is, unlike the Anglicized Indians, this community had a fairly stable socio-cultural image, which carries the basic elements of European, and, above all, British, culture. Due to its closeness from India and the preservation of British national traditions, it has undergone a minimum of influence of local national cultures. The characters of the films "Long Duel" (scientist Jung and Officer Stafford), "Trip to India" (official Ronald Moore and Doctor Fielding), as well as the army command from the film "Unworthy behavior" became the incarnations of the Anglo-Indian community in the cinema. These characters, despite a long stay in India, remained the bearers of British culture.

Summarizing, it should be noted that the cinema of England depicted the cultural interaction of peoples as a slow and narrow process. Two societies - the British and the indigenous - because of their deep specificity were closed and authentic. On the part of the British, this manifested itself in their Anglocentrism, arrogance, unwillingness to develop intercultural processes, because they rejected the culture of the East that was too exotic for Europeans. This is evidenced by the clubs of leisure time shown on the movie screen, which, unlike the clubs that existed in England, were created outside of it as a way of isolating and avoiding reality. This reminds us that, despite a long stay, the British still remained a foreign element in the colonies. A full contact with the local culture did not work, too great was the difference between the status of managers and managed. On the part of the population of the colonies, cultural communication was hampered by the persistent attachment to their own historical and cultural traditions and the rejection of new, imposed from the outside, order.

Nevertheless, cultural interaction existed. Sometimes it took very contradictory, even distorted forms, as in the case of the polo game described above, or a blind imitation of Western norms on the part of the deposed Chinese ruler.

At the same time, another Indian elite was born, which, on the example of the film "Gandhi", the European education received tried to use it in ideological struggle, to put it in the service of its native country.

Observation of the described process with the help of artistic cinema, allows us to confirm the theses of historians, not only about the very existence, but also about the complexity and heterogeneity of the cultural interaction of the British with the colonial peoples. British cinema with its long history, and the influence that public opinion and English culture had on it, is an additional source in studying the phenomena of the past. This is made possible by the fact that, the own evolution of English cinema corresponded to the movement of the historical process.

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ШЫҒАРМА ТІЛІНДЕГІ ҰЛТТЫҚ СИПАТТЫ КОНЦЕПТ: СӨЗ-СИМВОЛ ҚАЛЫПТАСТЫРУШЫ ФОН

Қайыпбаева А.-филология ғылымдарының кандидаты, Тіл және әдебиет теориясы кафедрасының доценті, Гуманитарлық- әлеуметтік факультеті, А.Байтұрсынов атындағы Қостанай мемлекеттік университеті

Тілдік тұлға мәселесін қарастырғанда тек тілге қатысты деректерді ғана емес, сондай-ақ, өзге де пәндер бойынша қол жеткізілген нәтижелерді пайдаланудың тиімділігі өте зор. Осыған орай, соңғы жылдары зерттеушілер назарына жиі ілініп жүрген аса күрделі концепт ұғымын біз де айналып өтпегеніміз жөн деп санаймыз.

Мақалада концепт терминінің төңірегінде жатқан негізгі мағыналар ашылып, жан- жақты қарастырылған. «Концепт» термині ұғым ретінде алынып, ғалымдардың пікірлеріт жазылды.

Хамза Есенжановтың «Ақ Жайық» романынан мысалдар теріліп, олардың мән- мағынасы қыр- сырымен ашылды. Романдағы кейбір символ сөздер толықтай зерттеле келе, концепт ретінде қарастырылып, талданды. «Дала» концептісі сөз- символ ретінде алынды.

«Дала» концептуалдық құрылымы арқылы «Дала» сөз- символының берер негізгі ойы қазақ ұлтының рухани байлығымен, кеңдігімен байланыстылығы көрінді. Қазақ тілінің түсіндірмелі сөздігінен түсініктемелер келтірілді.

Концептілердің санада танылу деңгейіне қарай бөлінуіне қарай үш сипаттың «Дала» концептісі ұлттық танымда ғана жан- жақты ақпаратымен жүйеленіп, сол ұлттың мәдени құндылығын көрсететін ұлттық- мәдени концептке жататыны анықталды.

Мақалада «Дала» концептісі концептуалдық талдау түсіп, түрлі жіктеулерге тартылды.

Түйіндітік сөздер: концепт, символ, ұғым, «Дала» концептісі, фрейм, схема, сценарий, ассоциация.

КОНЦЕПТ НАЦИОНАЛЬНОГО ОБЛИКА В ПРОИЗВЕДЕНИЯХ КАК ФОРМИРУЮЩИЙ ФОН СЛОВ- СИМВОЛОВ

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Рассматривая проблему языка стоит брать в учет информацию не только относящейся к языку, но и рассматривать достигнутым результаты по иным дисциплинам. Поэтому нам тоже стоит обратить внимание на осложненный концепт, который рассматривается учеными в последние года. В статье раскрыты и детализированы основные значения термина «концепция». Был раскрыт смысл отобранных примеров из романа «Акжайык» Хамзы Есенжанова. Некоторые символические слова в романе были рассмотрены и проанализированы как понятие. Концепт примера «Дала» был выбран, как слово-символ. Через концептуальное строение слово «Дала» означает широту казахской национальной духовности. Объясняется в толковом словаре казахского языка. Поскольку понятие сознания разделено уровнем сознания, было установлено, что понятие «Дала» основано на национальной идентичности и национально-культурной концепции, отражающей культурную ценность нации. В статье понятие «Дала» пришло к концептуальному анализу и привлекло к различным классификациям.

Ключевые слова: концепт, символ, понятие, концепт «Степь», фрейм, схема, сценарий, ассоциация.

THE CONCEPT OF NATIONAL IDENTITY IN WORKS AS FORMING BACKGROUND OF CHARACTER WORDS

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Considering the problem of language, it is worthwhile to take into account information not only relating to language, but also to consider the results achieved in other disciplines.

Therefore, we should also pay attention to the complicated concept, which is considered by scientists in recent years. The article reveals and details the main meaning of the term "concept". The meaning of the selected examples from the novel “Ақ Жайық” Hamza Yesenzhanov was revealed. Some symbolic words in the novel were considered and analyzed as a concept.

The concept of the example "Дала" was chosen as a word-symbol. Through the conceptual structure, the word "Дала" means the breadth of Kazakh national spirituality. Explained in the explanatory dictionary of the Kazakh language. Since the concept of consciousness is divided by the level of consciousness, it was established that the concept of "дала" is based on national identity and the national and cultural concept reflecting the cultural value of the nation. In the article the concept of "дала" came to conceptual analysis and attracted to various classifications.

Keywords: concept, symbol, concept, "Дала" concept, frame, scheme, scenario, association

Адам дарынының бастау көзін халқымыз «әкенің құты, ананың сүті» деп әуел бастан осы өлшеммен есептеп қойған. Одан басқа «тегі асыл, сойы бөлек» деген бағам сөздер де бар. Хамза Есенжанов – сондай өлшемнен де биік тұрған бірегей дарын иесі. Оның шығармашылығының биік шыңы – «Ақ Жайық» романы оның тілдік тұлға екендігін және табиғи дарынының тұма мөлдірлігін танытатын басты көрсеткіш. М. Әуезов ұлы Абайдың үш бұлақтан қанып су ішкенін айтқан болатын, яғни бай халық ауыз әдебиеті, дәстүрлі шығыс әдебиеті, алдыңғы қатарлы, озық орыс әдебиеті мен шетел әдебиеті. Ал Хамза Есенжанов сол Мұқаңдармен бірге алғаш Ленинградта оқыған бес дарынды қазақ аспиранттарының бірі болатын. Абай ішкен бұлақтардан Хамза да шөлін қандырған деп толық айта аламыз. Тілдік тұлға атану үшін ірі көлемдегі жеке тұлға болу аз. Ол үшін жеке тұлғаның тілін танытатын өткір сөз бен өлмес шығарма керек. Жазушының «Ақ Жайық» романы – сол кездегі халық тілі мен шаруашылығын дәлме-дәл сипаттайтын шығарма. Шығарманы оқи отырып, жазушының ойлау дәрежесі мен түйсіну деңгейінің тереңдігін байқап, еріксіз мойындайсың. Х.Есенжановтың өзіндік болмысы кең көлемдегі лабиринт іспетті пішінде болғандықтан, жазушының тілдік тұлғасы көп тарамды және көп салалы сипатта келеді[1, 3бет].

Тіл этностың барлық рухани, ұлттық байлығының басты көрсеткіші және ұлттық тілдегі этномәдени лексика ұрпақтан-ұрпаққа жетіп, оның мәдени мұрасы ретінде мәңгі сақталады. Кез келген тілдің көрінісі халықтың тарихына, мәдениетіне, әдебиетіне, салт-дәстүріне, әдет-ғұрпына, дүниетанымына, жалпы тұрмыс-тіршілігіне байланысты болып, сол тілден мол деректер беретіні мәлім. Бұл ретте В.Гумбольдт: “Язык народа есть его дух, и дух народа есть его язык. Язык насыщен переживаниями прежних поколений и хранит их живое дыхание”,- деп пайымдаған . Этностың өзіндік дүниетанымынан, тұрмыс-салт айырмашылығынан туған арнайы сөз қолданыстардың халықтың бұрынғы өмірінде қандай мәні болса, бүгінгі өмір тіршілігіне тигізер пайдасы одан зор.

Тіл және танымды бөліп қарамай, оны құбылыс ретінде сабақтастыра қарау академик Ә.Т.Қайдаров ұсынған “тіл мен ұлт біртұтас” немесе “адамды тіл әлемі арқылы тану” деген қағидаларға сүйеніп қарастырылатын қазақ тіл біліміндегі жаңа бағыттың қалыптасуына әкеледі. Этнолингвистиканың ғылыми-теориялық негізі Ә.Қайдаров, Е.Жанпейісов, М.Копыленко, Р.Сыздық, Б.Қалиев, Н.Уәлиев, Ж.Манкеева, Г.Смағұлова, Р.Шойбеков, А.Жылқыбаева т.б. ғалымдардың еңбектерінде қаланды.

Ғалым Е. Жанпейісов: «Этнолингвистика өзінің бітім-болмысы, табиғаты жөнінен жалпы тарихи категориясы. Себебі ол этностың қазіргісін ғана емес, көбінесе өткенін зерттейді. Ал этностың өткені оның этномәдени лексикасынан айқынырақ көрінеді»,- дейді [2, 9 бет].

Жазушының «Ақ Жайық» романында көрініс тапқан сөз- символдар ұлттық танымды танытумен қатар, адам өміріндегі ең маңызды деген дүниелерді суреттейді. Х.Есенжанов «Ақ Жайық» романын түрмеде отырған шағында жазғаны белгілі. Сондықтан болар, еркіндік пен азаттықты аңсаған, қазақ даласының, халқының азат болуын армандаған сезімдері жазушы шығармасында айқын көрінеді.

Х. Есенжановтың « Ақ Жайық » романындағы сөз – символдарды лингвомәдениеттанымдық мәні- біздің қазіргі тіліміздің даму жолындағы жаңа ашылулардың бірі. Жазушының тілдік деңгейлері зерттеліп, парадигмалық деңгейі, яғни, символ жағы ашылмай қалған. Сол тақырыпты жан- жақты қарастырып, сөз- символдың лингвомәдениеттанымдық мәнін ашу – жазушының жазып кеткен еңбектерін кейінгі тіл мамандарына танытып, олардың назарын осы сияқты өзекті дүниелерге аудару.

Жазушы шығармасында қолданылған сөз- символдар қазақ халқының бостандығын сипаттай отырып, кейінгі ұрпаққа ата- бабасының еркіндікке қандай арманмен, нендей күшпен жеткендігін ұғындырады.

Тіл біліміндегі әр түрлі бағыттағы зерттеушілер бұл ұғымды әр алуан мәнде қолданылады. Аталмыш термин, әсіресе, тілді логикалық талдау, этнолингвистика, лингвомәдениеттану, психолингвистика салалары бойынша жазылған еңбектерде жиі кездеседі. Санамаланған ғылым салаларында бұл терминнің түрліше түсіндірілуі, ең алдымен оған негіз болған латын сөзінің (conceptus) көп мағыналылығына байланысты. Оның жалпы мағынасы "көптеген формалардың мазмұнын қамтитын, оның бастауы болатын, жинақтаушы" дегенді білдіреді [2, 32 б.].

Кең мағынасында алғанда, концепт ғалам туралы білімдер жүйесінің (ғаламның концептуалды бейнесінің) бір үзіндісі ретінде түсініледі де, индивидтің қоршаған ортадағы, ақиқат болмыстағы бар заттар мен құбылыстар, алуан түрлі объектілер туралы білетінінің, ойларының қиялындағы көріністернің бәрін қамтиды.

Қазіргі тіл ғылымында аталмыш термин түрліше түсіндірілетінін жоғарыда айттық. Осы мәселеге орай, В.С.Ли сол ұғымға берілген анықтамалардың бәрін жинақтап, мазмұны жағынан бір-біріне қарама-қарсы қойылатын екі топқа бөлуге болады дейді:

1) концепт – рухани мәдениеттің Түйінді сөзі;

2) концепт дегеніміз – сөз туындауына түрткі болатын психоменталдық құбылыс ретінде танылатын бастапқы түсінік [2, 43 б.].

Осымен байланысты концепт, ұғым, сөз терминдерінің арақатынасын проблемасы бой көтереді (актуалданады). Алдымен аталмыш терминдерге қазіргі ғылымда беріліп жүрген анықтамаларға тоқталайық:

"Ұғымдар деп заттардың ойша түсірілген суреттері аталады. Олар сезімдер мен түйсінулер, бір заттардың қасиет-белгілерін дерексіздендіру арқылы екінші біреулеріне телу негізінде пайда болады. Ұғым мазмұны дегеніміз – заттардың сол ұғымда ойша бейнеленетін қасиеттері мен байланыстары, олар сол заттың белгілері ретінде танылады. Ұғым көлемі дегеніміз – заттар тобы, ол заттардың әрбіріне осы ұғымның мазмұнын құрайтын барлық белгілер тән болады" [3,19 б.].

Хамза Есенжановтың романын талдай отыра, біз басты нысан ретінде «Дала» концептісін алдық:

«Дала» концептуалдық құрылымы арқылы біз «Дала» сөз- символын қарастырған болатынбыз.Қазақ тілінің түсіндірмелі сөздігінде мынадай түсініктеме келтірілген. Дала – 1. Кең–байтақ жазық өңір, құла түз. Сусыз шөл дала. 2. Есік алды, тыс. 3. Ауылды жер, қыр. Дала қосы – науқан кезіндегі уақытша баспана. Дала поштасы – әскери бөлімнің далалық жердегі поштасы. Далаға айтты – сөзі зая кетті. Далаға тастады – а) қараусыз қалдырды, қадірлемеді. ә) шаңына да ілеспеді, маңайламады. Даланы басына көтерді – қатты сөйлеп даурықты. «Дала» концептісі қазақтың тілдік санасында сөздік мақалаларының түсіндірмесінің мағыналарынан әлдеқайда кең. Бетегелі далаларда «қан майдан ұрыс» болып, халықтың тағдыры шешілді. Дала тарих сияқты, эпикалық мағынасы бар сөз. Дала кеңістігінің «шексіздігі» бұрын-соңды даланы көрмеген адамдарға қатты әсер еткен. Вильгельм Рубрук (XIII ғ.) өзінің Алтын Ордаға жасаған саяхатын жалпы суреттегенде, саяхат барысында және жергілікті тұрғындармен қарым-қатынасқа түскенде туындаған қиындықтарға оқырманның көңілін аудара отырып, шексіз жазықпен қозғалып бара жатқан көш жайлы толғаныспен еске алады: «Оңтүстік-шығыс бағыттағы заңғар таулардың арасында аңғар созылып жатты, сонан-соң таулар арасында тағы бір үлкен теңіз көрінді, осы аңғар арқылы бірінші теңізден екіншісіне дейін өзен ағып жатты, сол аңғарда қатты желдің тоқтаусыз соғып тұратыны сонша адамдар бұл жерден жел теңізге ықтырып әкетпесін деген үреймен өтеді... біз теңіздей кең жазыққа кірдік». Джон Кэстль 1736 ж. жаңа Қазақстанның аумағына жасаған саяхатында былай деп жазған: «...Жер ... жаппай төбешіктер тізбегінен тұрады және теңіз дауылынан кейін толқындары тыныштанбаған ашық теңіздей көрінеді. Бұл шөл далада өсетін шөп үшкір блып келеді, екі күн жаяу жүрсең, аяқ киімсіз қалуың мүмкін».

Даланы қабылдау – кең көлемді әрі кең мағыналы. Осындай қасиеттермен сипатталатын объект ретінде даланы қазіргі кезде концептуалды ұғымдарға жатқызады. Ол тек географиялық объект емес, сонымен қатар нышан әрі көркем бейне. Әдеби шығармаларда «дала» ерекше әлем, жұмбақ және керемет әдемі кеңістік түрінде суреттеледі. Авторлар даланы суреттеу арқылы өзінің дүниеқабылдауын, табиғатқа деген көзқарасын, туған жерге деген махаббатын білдірген, өз шығармалары кейіпкерлерінің сезімін, ойын, арманы мен жай-күйін бейнелеген. Классикалық прозада шексіз дала бейнесі Н.В. Гогольдің «Тарас Бульба» повесінде көрсетіледі. Ю.М. Лотманның айтуы бойынша, бұл туындыда әлемге деген екі көзқарас қарама-қайшы қойылады. Оларды «заттар әлемі» және «аспан мен дала әлемі» деп белгілеуге болады. Екі көзқарастың өзара қатынастары «бөлінетін» және «бөлінбейтін» болып белгіленген. Заттар әлемін жеңіл жолмен мүшелеуге, бүлдіруге, және бұзуға болады. «Бөлінбейтін» мұнда кеңістіктің белгісі сияқты үздіксіздіктің топологиялық ұғымының баламасы түрінде көрінеді. Сондықтан кеңістік ұғымына адамдарды үздіксіз, бөлшектеуге келмейтін тұтастыққа біріктіретін музыка, би, той, қырғын, серіктестік сияқты «бөлінбейтін» құбылыстар жатады» Саяхатшылардың хаттары мен күнделікті жазбаларындағы шұғыл континентальды климатта орналасқан дала мен шөлді сипаттаулары

Дала – дүние қабылдау мен тіршілік әрекетінің барлық деңгейіне – табиғи және мәдени, ұтымды және эмоционалды, саналы түрде меңгерілетін және санасыз, жеке және қоғамдық деңгейлеріне әсер еткен, түркі менталитетінің қалыптасуындағы анықтаушы категория. Э. Шакенова атап өткендей, - «әр халықтың өз ландшафты бар, оны қабылдауда халықтың мәдени дәстүрлері икемделеді, қазақ халқының табиғатындағы осындай анықтаушы кешен дала мен тау болды. Шексіз кеңдік пен биіктік көшпенді тайпалардың өміріне ықпал еткендігі сөзсіз, онда қатаң тұрмыс және ұлылық пен руханилыққа деген анық байқалатын талпыныстары үйлесіп жатыр» [4,42 б.]. «Дала» концептісін концептуалдық талдау барысында біз келесідей концепт түрлерін қарастырдық:

«Дала» концептісі ассоциацияланғанда көз алдымызға **«жазық дала», «кең дала», «байтақ дала» «ондағы қыбыр-қыбыр тіршілік», «әдемі дала», «жалпақ дала»** елестейді. Ассоциация-дүниені тануда адам санасындағы алғаш пайда болатын ментальді сигналдар, білім алудың бір тәсілі.

*...**Қыр суреттері** көз алдында. Жазғытұрым қандай әсерлі. **Анау Барбастау, әрі ассаң бұлдыраған алыстағы белдер де бірте- бірте айқындалып, жоғары көтеріліп, жақындай береді. Сонау «Сырым шыққаннан бергі үлкен жазық алақанының үстінде тұрғандай, Борғумаштан арғы Ханкөлі жайып тастаған кілемдей аяқ астында жатыр. Әдемі дала, қарауға көз тоярлық емес... Жалғыз- ақ қимылсыз, ел сирек, ақ қағаздың үстіне әр жерден қойған ноқат сияқты.** Көрінім- көрінім жерде екі- үш үй, біріне жетсең арғы жағы тағы сондай қиыр дала, тағы сондай бытыраған ел, тып- тыныш сахара, көзге ілігер ныспы нәрсе жоқ. Жайықтың Ресей беті сияқты шоғырлы, жиынтық жыбырлап жатқан тіршілік белгісінен жұрдай, не бір завод тұрбасы, не бір темір жол вышкасы жоқ, **жылмағай дала, қылғыған дүние...***

*... терезеден де әрі Жайықтың арғы жағындағы қазақтың **жалпақ даласына** тігілгендей болды... **Жалпақ даланың** ер жүректілерін іздегендей болды* [Есенжанов Х. Т.І: Ақ жайық: Тар кезең: роман,44б.].

Осы мысалда жазушы Х. Есенжанов «Дала» концептісін айқындай түскен. Яғни, көз алдымызға **«қыр суреттерінен»** бастап **«жылмағай дала, қылғыған далаға»** дейін елестеп кетеді.

«Дала» концептісі стереотиптік модельде сипатталуы даланың Х.Есенжанов шығармасында **«азаттықтық», «еркіндік», «бостандыққа ұмтылу стимулы», «кең құшақты дала»** ретінде түсіндіріліп тұр. Жалпадамзаттық санада да «дала» дәл осындай ұғымдарда қолданылады.

Дәл осы жерде «Дала» концептісін символдық ұғымға сыйдыруға болады. Х.Есенжановтың «Ақ Жайық» романында басым мағынаны «Дала» символдық мәнімен үстейді. Яғни, **«дала» «азаттықтың, еркіндіктің, бостандықтың»** символы. Азаттық үшін қан төккен, жанын пида еткен ерлердің қайсарлығына куә боп жатқан байтақ дала да Қазақ елінің Тәуелсіздік алғандағы қазақ ұлтының мақтана, марқая айта алатын басты ұғым.

***Көк әлемінің кең астында табиғат та дарқандық құшағын еркінше жайғандай, дала да байтақ,** өріс те үлкен; тоқсан түрлі шөптен жас, хош иіс аңқиды, ауа да таза, же де шаңсыз* [Есенжанов Х. Т.І: Ақ жайық: Төңкеріс үстінде: роман,349б.].

*-Ояту керек!- деді естірте ернін жыбырлатып,- тезірек сахарға шығу керек, **дала жанданып, сілкінер шақ келді**; ел сергіп, дүрлігер кезең жетті. Қозғалар, қимылдар, оянар уақ....»* [Есенжанов Х. Т.І: Ақ жайық: Төңкеріс үстінде: роман, 197б.].

*Тұла бойым қозғалтпайды, бірақ сонда да жата алмадым, **бостандық дегенің адамға тамақтан да артық нәрсе екен ғой, жүргенде көшенің тасына аяғым тимейтін сияқты. Осынау байтақ даланың кең құшағына** жетім қозыдай сыймай қалдық?! Қай өгей анадан туып едік?! **Шіркін, далам,** таза ауаң анамның сүтіндей, алпыс екі тамырымды иіріп әкететін қасиетің бар еді- ау?!*[Есенжанов Х. Т.І: Ақ жайық: Төңкеріс үстінде: роман, 202б.].

Концепт қалыптастырудағы оның қарапайым танымдық элементтері фрейм болса, әрбір фрейм тармақтарының төңірегінен оқиғалар мен жағдаяттар жүйесін жинақтауға болады. Даму мен қозғалыстан тұратын бірнеше оқиғалардың(эпизодтардың) тізбегі, уақыт пен кеңістікте таралатын кезеңдер мен оқиғалар ауысымының көріністері, аса күрделі бөлінбейтін бөлшектер.Сценарий уақыт өлшемін шешетін факторлар арқылы беріледі[5, 45 б.].

«Дала»концептісінің сценарийлік құрылымы- **« туған ауыл», «туған жер», «өскен ел», «қара шаңырақ», «ата- ана, туған туыс, көтерілген отау»** т.б.

Төменде берілген мысалдан ***«кіндік кескен жер, ел мен үйін сағынған Әбдірахманға салулы төсек, салқын үйдей көрінді»*** сценарийлік құрылымда байқауға болады.

*Жусанын иіскеп, бетегесін жастық етіп талай аунаған, жас күндерінде талай жылқы күзетіп талай түнеген бұл **кіндік кескен жер ел мен үйін сағынған Әбдірахманға салулы төсек, салқын үйдей** көрінді. Ол әлденеше рет аунап түсті, етпетінен де, қырынан да жатып Қара Обаның **кешкі сағым орай түскен жасыл қырларын көзі тойғанша қарады**; шалқалап жатып айдын шалқар аспанына көз жіберді; ойпаң салаға орын тепкен орыс деревнясының алыста жатып үйлерін санады. Бәрі таныс, бәрі жақын жер мен ел! Бәрі де кеше ғана көріп- көрісіп жүрген жандар! **Қандай рахат сақара! Жүрекке өзгеше жылы*** [Есенжанов Х. Т.І: Ақ жайық: Шыңдалу: роман,13б.].

Ойсурет концепт қалыптастыру операциясының ең күрделі формасы. Концепт құрайтын элементтерді санада метафоралау, яғни суреттеу тәсілі. концепт қалыптастыру операциясының ең күрделі формасы. Ойсурет суреткердің қиялдау, суреттеу, ұқсату шеберлігінен туындайды. Санадағы фантазиялау таланты басым болса, концептіні ойсурет құрылымында таныту деңгейі жоғары болады[6, 56 б.].

Х.Есенжанов романынынан «байтақ даланың кең құшағы» метафоралы тіркесін көруге болады. Жазушы **«даланың» жазықтығын, кеңдігін, жалпақтығын, байтақтығын** бір ғана ұғым, осы сөздің барлығын ішіне сыйдырарлық ұғым **« құшаққа»** ауыстырып санада ойсурет ретінде қалыпстастырып тұр.

Тұла бойым қозғалтпайды, бірақ сонда да жата алмадым, ***бостандық дегенің адамға тамақтан да артық нәрсе екен ғой****, жүргенде көшенің тасына аяғым тимейтін сияқты. Осынау* ***байтақ даланың кең құшағына*** *жетім қозыдай сыймай қалдық?! Қай өгей анадан туып едік?!* ***Шіркін, далам,*** *таза ауаң анамның сүтіндей, алпыс екі тамырымды иіріп әкететін қасиетің бар еді- ау?!*[Есенжанов Х. Т.І: Ақ жайық: Төңкеріс үстінде: роман, 202б.].

Схема когнитивтік санада сыртқы сигналдар мен ішкі сезімдер көмегі арқылы жинақталған ақпараттарды бір құрылымда таныту тәсілі. Когнитивтік санада сыртқы сигналдар мен ішкі сезімдер көмегі арқылы жинақталған ақпараттарды бір құрылымда таныту тәсілі[6, 58 б.]. Бұл жинақталған кеңістік –графикалық немесе сызықтың бейнелер түрінде көрініс беретін тұжырым. Х.Есенжанов шығармасында «Дала» схемалық құрылымға салынғанда «құлазып, күңіреніп» ішкі сезімдер көмегі арқылы «даланың» көрініс, тағдыры жайлы ақпарат ұсынады.

Әркімнің өз мұңы өзіне жеткілікті... ***Шөбі сары теңбілденген даланы қуырып тұрған күн*** *онан әрі сарғайта бастаған.* ***Көз тартар көгеріс Шідерті саласы ғана. Саланың бойындағы бір сыдырым Бұлан ағашы сол айнала құлазыған далада бейне бір құла жылқының қоңыр жалындай*** *боп көрінеді*[Есенжанов Х. Т.І: Ақ жайық: Шыңдалу: роман,380б.].

-Қырық шілтен ғайып пірлер қолда!- деген кемпірлердің сарыны сай- сүйекті сырқыратты. **Дала күңіреніп кетті**[Есенжанов Х. Т.І: Ақ жайық: Тар кезең: роман, 18б.].

Фрейм - бұл концептілік жүйенің құрылымдық элементтерін танытатын қарапайым формасы. Ол концептінің ең жақын схемаларынан құралады және ең жақын ассоциативтік, стреотиптік таңбалар арқылы көрініс табады[6, 59 б.].

Жусанын иіскеп, бетегесін жастық етіп талай аунаған, жас күндерінде талай жылқы күзетіп талай түнеген бұл кіндік кескен жер ел мен үйін сағынған Әбдірахманға салулы төсек, салқын үйдей *көрінді. Ол әлденеше рет аунап түсті, етпетінен де, қырынан да жатып Қара Обаның* ***кешкі сағым орай түскен жасыл қырларын көзі тойғанша қарады****;* ***шалқалап жатып айдын шалқар аспанына көз жіберді; ойпаң салаға орын тепкен орыс деревнясының алыста жатып үйлерін санады. Бәрі таныс, бәрі жақын жер мен ел! Бәрі де кеше ғана көріп- көрісіп жүрген жандар! Қандай рахат сақара! Жүрекке өзгеше жылы*** [Есенжанов Х. Т.І: Ақ жайық: Шыңдалу: роман,13б.].

Х.Есенжанов шығармасынан алынған осы мысалда «дала» коонцептісінің толық фреймдік құрылымын көруге болады: **«жусан иісі», «жастық етер бетегесі», «жас күнінде талай жылқы күзеткен», «кіндік кескен жер», «кіндікк кескен жер салулы төсек, салқын үйдей», кешкі сағым», «жасыл қырлар», «байтақ далада бой көтерген үйлер», таныс, жақын жер мен ел», «рақат сақара», «жүрекке жылы дала, туған жер»**

Концептілердің санада танылу деңгейіне қарай бөлінуіне қарай үш сипаттың «Дала» концептісі ұлттық танымда ғана жан- жақты ақпаратымен жүйеленіп, сол ұлттың мәдени құндылығын көрсететін ұлттық- мәдени концептке жатады.

1 кесте

КОНЦЕПТУАЛДЫҚ ТАЛДАУ	
АССОЦИАЦИЯ	*«жазық дала», «кең дала», «байтақ дала» «ондағы қыбыр-қыбыр тіршілік», «әдемі дала», «жалпақ дала»*
СТЕРЕОТИП	*«азаттықтық», «еркіндік», «бостандыққа ұмтылу стимулы», «кең құшақты дала»*
СЦЕНАРИЙ	*« туған ауыл», «туған жер», «өскен ел», «қара шаңырақ», «ата- ана, туған туыс, көтерілген отау» т.б.*
ОЙСУРЕТ	*«даланың» жазықтығын, кеңдігін, жалпақтығын, байтақтығын бір ғана ұғым, осы сөздің барлығын ішіне сыйдырарлық ұғым « құшаққа» ауыстырып санада ойсурет ретінде қалыпстастырып тұр.*
СХЕМА	*құлазыған, күңіренген дала*
ФРЕЙМ	*«жусан иісі», «жастық етер бетегесі», «жас күнінде талай жылқы күзеткен», «кіндік кескен жер», «кіндікк кескен жер салулы төсек, салқын үйдей», кешкі сағым», «жасыл қырлар», «байтақ далада бой көтерген үйлер», таныс, жақын жер мен ел», «рақат сақара», «жүрекке жылы дала, туған жер»*

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ДИДАКТИЧЕСКИЕ УСЛОВИЯ РАЗВИТИЯ АКАДЕМИЧЕСКОЙ ОДАРЕННОСТИ МЛАДШИХ ШКОЛЬНИКОВ

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Современная школа в условиях динамичного развития образовательной системы, как ее интегративная составляющая, не может функционировать вне общих инновационных процессов. Стратегическим ориентиром кардинальных преобразований в обучении выступает направленность на раннее выявление и создание условий для обучения и развития одаренных детей. Актуальность проблемы детской одаренности обусловлена, как отмечают авторы, следующими положениями: общественной необходимостью в конкурентоспособном молодом поколении, ради-

кальным обновлением ценностных ориентиров и установок в содержании школьного образования, обеспечением личностного развития и индивидуализации потенциала ребенка.

Особое место в статье занимает проблема развития академической одаренности младших школьников и познавательных возможностей и способностей к учению. В связи с этим ведущими задачами исследования являются изучение сущности и структуры понятия «академическая одаренность», теоретико-методологическое обоснование условий ее развития.

В рамках основных положений информационного подхода систематизировали проводимые исследования одаренности в виде кластера, что позволило уточнить основные направления научных изысканий, выявить в историческом и современном контексте эволюцию представлений о рассматриваемой проблеме, подтвердить ее актуальность и определить адекватное понимание состояния проблемы и научно обоснованные перспективы её дальнейшего развития.

Ключевые слова: академическая одаренность, дидактичские условия амплификация содержания образования, методическая интеграция.

DIDACTIC CONDITIONS OF DEVELOPMENT OF ACADEMIC RIGHTS OF YOUNG SCHOOLCHILDREN

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The modern school in the conditions of dynamic development of the educational system, as its integrative component, can not function outside the general innovation processes. The strategic orientation of cardinal transformations in education is the focus on the early identification and creation of conditions for the education and development of gifted children. The urgency of the problem of children's giftedness is due, as the authors note, to the following provisions: the social need for a competitive young generation, the radical renewal of values and attitudes in the content of school education, the provision of personal development and individualization of the child's potential.

A special place in the article is the problem of the development of academic talent for younger and cognitive abilities and abilities for teaching. In connection with this, the main tasks of the study are the study of the essence and structure of the concept of "academic giftedness", the theoretical and methodological substantiation of the conditions for its development.

Within the framework of the main points of the information approach, the research of giftedness in the form of a cluster was systematized, which made it possible to clarify the main directions of scientific research, to reveal in the historical and modern context the evolution of ideas about the problem under consideration, to confirm its relevance and to determine an adequate understanding of the state of the problem and scientifically grounded prospects for its further development.

Key words: Academic giftedness, didactic conditions, amplification of the content of education, methodical integration.

КІШІ МЕКТЕП ОҚУШЫЛАРЫНЫҢ АКАДЕМИЯЛЫҚ ДАРЫНДЫЛЫҒЫН ДАМЫТУДАҒЫ ДИЛАКТИКАЛЫҚ ШАРТТАР

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Қазіргі заманғы білім беру жүйесінің динамикалық даму жағдайында, оның интеграциялық компоненті, жалпы инновациялық процестерден тыс жұмыс істей алмайды. Білім берудегі түбегейлі өзгерістердің стратегиялық бағыты дарынды балаларды тәрбиелеу мен дамыту үшін ерте анықтау мен жағдайлар жасаудың басты бағыты болып табылады. Балалар дарындылық мәселесінің өзектілігі келесідей ережелерге сүйенеді: бәсекеге қабілетті жас ұрпақтың әлеуметтік қажеттілігі, мектептегі білім беру мазмұнын құндылықтар мен көзқарастарды түбегейлі жаңарту, жеке дамуды қамтамасыз ету және баланың әлеуетін дараландыру.

Мақалада ерекше орын - жастар мен когнитивтік қабілеттер мен академиялық қабілеттерге арналған академиялық дарынды дамыту мәселесі. Осыған байланысты зерттеудің негізгі міндеттері «академиялық дарындылық» ұғымының мәні мен құрылымын зерттеу, оның дамуының теориялық және әдіснамалық негіздемесін жасау болып табылады.

Ақпараттық көзқарастың негізгі бағыттары шеңберінде кластер түріндегі дарындылықты зерттеу жүйеленген болатын, бұл ғылыми зерттеулердің негізгі бағыттарын түсіндіруге, тарихи және қазіргі контекстте талқыланатын проблема туралы идеяларды эволюциялауға, оның өзектілігін растауға және проблеманың жай-күйін және оны одан әрі дамытудың ғылыми негізделген перспективаларын дұрыс түсінуді анықтауға мүмкіндік берді.

Түйіндеме сөздер: академиялық дарындылық, дидактикалық жағдайлар, білім мазмұнын күшейту, әдістемелік интеграция.

В условиях динамичного роста политического и экономического статуса Республики Казахстан обозначилась потребность общества в людях выдвигать прогрессивные идеи по изменению действительности, активно влиять на повышение конкурентоспособности государства. Стремлением казахстанского общества к общемировым стандартам образования обусловлена стратегическая цель реформирования системы образования, обеспечивающая создание наиболее благоприятных условий для развития одаренных детей, реализации их интеллектуального и творческого потенциала.

Обращение к проблеме раннего выявления и развития одаренных детей нашло отражение в ежегодных посланиях Президента народу Казахстана, в Законе «Об образовании», в Распоряжении Президента Республики Казахстан «О государственной поддержке и развитии школ для одаренных детей», в Государственной программе развития образования в Республике Казахстан [1,2]. Ориентация образовательной политики на разностороннее развитие способностей ребенка включает гармоничное сочетание собственно учебной деятельности с деятельностью творческой, ставит перед обучением важные по своей значимости задачи развития индивидуальных задатков учащихся, их познавательной активности, эрудиции, любознательности.

Решение проблемы развития детской одаренности находится в прямой зависимости от степени реализации условий, обеспечивающих поэлементное наращивание личностно-мотивационной, когнитивной и креативной сферы каждого ребенка, и, включающих в себя формирование новых подходов к развитию одаренности учащихся, моделирование развивающей среды, создание специальных программ, направленных на поддержание высокого уровня развития способностей, обеспечивающих достижение особых успехов в определенных областях деятельности.

Сущность понятия «одаренность» стала центральным направлением исследований ученых-психологов Л.С. Выготского, В.Н. Дружинина, Н.С. Лейтеса, А.В. Петровского, С.Л. Рубинштейна, Б.М. Теплова, и др.

Большой вклад в теорию одаренности внесли комплексные исследования Дж. Гилфорда, Ф. Монкса, Дж. Рензулли, А.И. Савенкова, Д. Термена, Е. Торранса, Д. Фельдхьюсена, В. Штерна и др.

Проблемам развития одаренности посвящены исследования А.И. Доровского, У.Б. Жексенбаевой, В.В. Панова, П.И. Пидкасистого, В.Э. Чудновского, В.С. Юркевича.

Педагогические условия развития одаренности исследовали Г.Ж. Акылбаева, А.М. Бултачеева, Н.Н. Волошина, М.Ж. Жадрина, О. Жумадиллаева, Ж.У. Кобдикова, М.А. Кусаинова, Л.М. Нарикбаева, И.Б. Отческая, С.А. Филько.

Неотъемлемой частью организации обучения одаренных детей является методическая подготовка учителя, которая включает в себя знание дидактических основ обучения, владение инновационными педагогическими технологиями.

Информатизация образования, включающая использование информационных технологий во всех звеньях системы образования, становится насущной потребностью. Особую значимость использование компьютерных технологий имеет при обучении одаренных детей, отличающихся ярким стремлением к самостоятельному приобретению знаний. Следует отметить, что проблема развития одаренности в начальной школе изучается немногими исследователями Е.Г. Козловой, С.В. Кузнецовой, С.В. Лёзиной, В.М. Рафиковой, И.Н. Тоболкиной, О.А. Толстопятовой и др. До настоящего времени не подвергнута анализу в достаточной степени проблема развития академической одаренности младшего школьника, не рассмотрена специфика дидактических условий данного процесса.

Современная школа в условиях динамичного развития образовательной системы, как ее интегративная составляющая, не может функционировать вне общих инновационных процессов. Стратегическим ориентиром кардинальных преобразований в обучении выступает направленность на раннее выявление и создание условий для обучения и развития одаренных детей. Актуальность проблемы детской одаренности обусловлена, на наш взгляд, следующими положениями: общественной необходимостью в конкурентоспособном молодом поколении, радикальным обновлением ценностных ориентиров и установок в содержании школьного образования, обеспечением личностного развития и индивидуализации потенциала ребенка.

Исходя из задач исследования и используя кластер исследований одаренности, мы определили, что понятие «одаренность» характеризуется отсутствием единой трактовки; разобщенностью классификаций видов; неоднозначностью способов обучения и развития одаренных детей. С учетом принципа объективности научного исследования, мы осуществили дальнейшее всестороннее изучение объекта исследования посредством системного подхода.

В ходе системного анализа научно-педагогической литературы мы провели теоретическое обобщение исследований одаренности и выявили, что большое внимание проблеме академической одаренности уделяется в исследованиях Н.С. Лейтеса, который рассматривает данную дефиницию как способность к обучению на высоком уровне результативности по всем общеобразовательным предметам. Данное определение соответствует замыслу проводимого нами исследования, но требует уточнения в рамках организации обучения младших школьников. В начальной школе академическая одаренность как высшая степень проявления способностей к обучению имеет место при обучении на высоком уровне сложности. Таким образом, в проводимом исследовании, на основании работ А.И. Доровского, У.Б. Жексенбаевой, В.М. Рафиковой, А.И. Савенкова, С.В. Кузнецовой, с учетом анализа исследований проблем начального обучения отечественных и зарубежных ученых и в результате обобщения положительного педагогического опыта, мы рассматриваем академическую одаренность как способность к обучению на высоком уровне сложности и результативности по всем общеобразовательным предметам.

Системный анализ концепций и моделей одаренности, определение содержательных характеристик академической одаренности, опыт педагогической деятельности и результаты анкетирования позволили нам выделить компоненты и показатели академической одаренности младшего школьника (Таблица 1). Посредством содержательного анализа термина «академическая одаренность младшего школьника» было установлено, что все компоненты и показатели находятся в диалектическом единстве, и целенаправленное развитие одного из компонентов непосредственно положительно влияет на уровень развития других компонентов, что позволяет считать процесс развития академической одаренности целостным, комплексным и многофакторным.

Таблица 1 – Компоненты и показатели академической одаренности младших школьников

Академическая одаренность	**Компоненты**		
	Личностно-мотивационный	**Когнитивно-познавательный**	**Операциональный**
Показатели	Мотивация	Эрудиция	Управленческие умения
	Стремления	Память	Информационные умения
	Познавательная активность	Внимание	Логические умения
		Темп учебной деятельности	Творческие умения

На основе анализа и обобщения исследований А.В. Брушлинского, Ю.З. Гильбуха, В.Н. Дружинина, О.М. Копыленко, В.А. Моляко, И.Л. Стычинского, а также по результатам анкетирования и собственных наблюдений в качестве учителя начальных классов, мы определили, что *личностно-мотивационный компонент* отражает направленность личности и включает в себя мотивы поведения и деятельности, стремления, а также предпочтения академически одаренного ребенка. Этот компонент очень важен, так как ведущими мотивами одаренного ребенка должны быть любознательность и склонность к самостоятельному исследованию, изучению неизвестного. Личностно-мотивационный компонент академически одаренной личности можно идентифицировать по следующим показателям: мотивация, стремления, познавательная активность.

Изучив работы О.Н. Бакаевой, Н.А. Дарханова, Ж.А. Караева, С.В. Кузнецовой, С.В. Лезиной, О.А. Толстопятовой, мы пришли к выводу, что *когнитивно-познавательный компонент* предполагает развитие когнитивной сферы младшего школьника, характеризуемой общей информированностью, темпом деятельности, интенсивностью умственной работы, познавательной интуицией, продуктивностью опосредованной памяти, осмысленностью и целостностью восприятия, устойчивостью внимания, способностью к быстрому усвоению и воспроизведению полученной информации, абстрактному мышлению. Когнитивно-познавательный компонент включает в себя следующие показатели: эрудированность, память, внимание, темп учебной деятельности.

В результате эмпирического анализа литературы по проблеме исследования (Н.А. Лошкарева, Д.Б. Эльконин, В.В. Давыдов, К. Кабдыкаиров) и в ходе наблюдений за учебно-творческой деятельностью учащихся мы выделили *операциональный компонент,* включающий в себя академические умения, которые являются своеобразными инструментами для осуществления учебной деятельности, в педагогической науке их чаще называют общеучебными умениями. Показателями операционального компонента стали управленческие умения, информационные умения, логические и творческие умения.

Системный анализ и уточнение понятия «академическая одаренность», определение содержательных и структурных компонентов данной дефиниции позволили выделить дидактические условия развития академической одаренности младшего школьника и на их основе обосновать уровневую модель.

В нашем исследовании под дидактическими условиями понимается комплекс мер в учебном процессе, который обеспечивает младшим школьникам достижение необходимого уровня развития академической одаренности, выступающей основным критерием результата их обученности.

На основе обобщения педагогической литературы, определения сущностных характеристик академической одаренности и результатов анкетирования учителей, нами выявлены следующие дидактические условия:

1. Амплификация содержания образования;
2. Актуализация деятельностных знаний;
3. Методическая интеграция.

Каждое из названных условий в определенной степени влияет на развитие академической одаренности обучающегося и регулирует внешнюю (организационную) сторону процесса.

Многие исследователи теории детской одаренности реализацию первого дидактического условия объединяют термином *амплификация образования*, который подразумевает обогащение учебной программы дополнительным материалом, осуществляемым за счет расширения спектра преподаваемых предметов, курсов, предоставления учащимся права выбора дополнительных содержательных компонентов.

Мы исследуем аспекты развития академической одаренности в процессе обучения. Обучение требует обязательного применения знаний в практической учебной деятельности, следовательно, важным дидактическим условием эффективного развития академической одаренности является *актуализация деятельностных знаний*. Смысл актуализации деятельностных знаний заключается в их трансформации в сознание обучаемых на основе активизации внутренних резервов, мотивационно-личностных факторов посредством систематического использования конкурентных форм взаимодействия: интеллектуальных марафонов, предметных олимпиад, викторин. Одним из факторов актуализации деятельностных знаний является конкуренция, стимулирующая познавательную активность, стремление к самосовершенству, проявление лидерских качеств [3].

Дидактическое условие *методической интеграции* предполагает специфическое структурирование учебного материала и его предъявление в такой последовательности, которая обеспечивала бы ускоренное развитие способностей одаренных детей. В целях создания методики развития академической одаренности младшего школьника, которая представляет собой интегративное единство существующих методических и технологических приемов, ориентированных на развитие академической одаренности в начальной школе, мы осуществили систематизацию требований методической интеграции в рамках системно-технологического подхода (И.В. Блауберг, В.И. Журавлев, Ю.Г. Юдин).

Проектируемая нами на основе интеграции отдельных элементов существующих технологий обучения методика, ориентированная на развитие академической одаренности, имеет модульную структуру. Модуль представляет собой систему уроков, объединенных общей дидактической целью, направленную на изучение одной укрупненной дидактической единицы (относительно автономной темы учебного курса).

Система уроков в интегративной методике содержит несколько уроков, имеющих четкую целевую направленность.

Каждый модуль открывает своеобразное *вводное повторение* - первый урок, на котором повторяется и обобщается ранее изученный материал, необходимый для усвоения новой учебной темы.

Особое значение в системе уроков интегративной методики, ориентированной на развитие академической одаренности младшего школьника, имеет *изучение нового материала*. В данном случае мы считаем целесообразным использование двухурочного цикла, появление и применение которого обусловлено активным внедрением в школах персональных компьютеров (ПК). На таком спаренном уроке осуществляется актуализация знаний, непосредственное изучение нового материала с использованием поисковых, частично-поисковых, проблемных методов, что соответствует дидактическим условиям развития академической одаренности, а также доведение умения решать шаблонные задачи минимального уровня до автоматизма.

После изучения нового материала и тренинг-минимума проводится *урок развивающего дифференцированного обучения*. Целевая направленность данного урока (или нескольких уроков) подразумевает поэтапное развитие познавательных, личностных компонентов академической одаренности младшего школьника, овладение академическими навыками. Заканчивает систему уроков по изучению определенной темы *контрольный урок*, включающий задания трех уровней (базовый минимальный, перспективный, прогрессивный) и дополнительный коррекционный урок, который находится за рамками учебного плана и предполагает индивидуальное изучение учебной темы с отстающими.

Таким образом, посредством системно-технологического подхода нам удалось осуществить методическую интеграцию и спроектировать интегративную методику обучения, ориентированную на развитие академической одаренности младших школьников.

На этапе систематизации выделенных дидактических условий развития академической одаренности нами разработана модель развития академической одаренности младшего школьника. Методологической основой модели является системный подход, который позволили рассмотреть структуру, выделить модули (целевой, содержательно-технологический, процессуально-действенный, результативный) и показать их взаимовлияние.

В соответствии с теорией целостного педагогического процесса в структуру уровневой модели развития академической одаренности младшего школьника включены компоненты академической одаренности, выраженные в сочетании показателей, а также цель, задачи, дидактические условия, методы, формы, средства и результат [4].

Целевой модуль включает в себя видение цели. Целесообразность - фундаментальная характеристика системы. Компоненты процесса развития академической одаренности младшего школьника отражают развитие взаимодействия педагога, психолога и родителей с обучаемым от постановки и принятия целей до их реализации и конкретных результатов.

В структуре *содержательно-технологического* модуля мы выделили компоненты академической одаренности и соответствующие дидактические условия.

В результате анализа исследований детской одаренности и обобщения педагогического опыта мы пришли к выводу, что в рамках личностно- деятельностного подхода, регламентирующего действия участников учебно-творческой деятельности, развитию личностно-мотивационного компонента способствует актуализация деятельностных знаний, когнитивно-познавательный компонент развивается в условиях амплификации образования и развитие операционального компонента осуществляется в процессе методической интеграции.

Процессуально-действенный модуль включает процесс взаимодействия учителя и учащихся, организацию и управление учителем учебно-творческой деятельностью учащихся. В данный компонент мы включили средства, формы и методы, использование которых в комплексе позволит развить академическую одаренность.

Результативный модуль включает в себя диагностику уровней развития компонентов академической одаренности.

С философской точки зрения развитие есть необратимое, направленное, закономерное изменение материальных и идеальных объектов. В результате развития возникает новое качественное состояние объекта, которое выступает как изменение его состава или структуры (т.е. возникновение, трансформация или исчезновение его элементов и связей). Таким образом, в процессе развития какого-либо явления происходит переход с уровня на уровень. Эта методологическая позиция позволила выделить три уровня в исследуемой модели: *общий базовый, перспективный и прогрессивный* [5].

Таким образом, в нашем исследовании уровневая модель развития академической одаренности отражает процесс взаимодействия педагогов, психологов, родителей и младших школьников от постановки цели до ее реализации и конкретных результатов, и осуществляется с учетом дидактических условий, реализация которых позволяет академической одаренности школьников успешно развиваться.

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PRODUCING AND QUALITY OF THE MEDIA PRODUCT: TO THE PROBLEM OF THEIR INTERRELATION

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The article is devoted to research of aspects of process of a modern media product producing. The interrelation of producing and quality of media content is motivated here; it is stated that the volume and the characteristics of audience of this or that media product in direct ratio depends on whether it is really valuable for this audience. The concept "chain of values" in relation to the sphere of media is defined. On the example of the Kazakhstani television media sphere it is proved that the value and quality are two of the main factors influencing viewings of television programs and effectiveness of producing process. Appealing to a situation in modern Kazakhstani television, and characterizing the condition of television media branch in regions (Kostanay region), the authors of the article come to the conclusion that there is an urgent need in Kazakhstan of a producing institute creation since the producer in television sphere is a link between the content production process and potential consumers – the audience and advertisers: he initiates and organizes the creative process of an audiovisual product making, realizes the project "from scratch", embodying the perspective ideas. It is stated that the lack of producing process leads to slowing of the modern media sphere development.

Keywords: producing, producer, media product, Kazakhstani television.

ПРОДЮСИРОВАНИЕ И КАЧЕСТВО МЕДИАПРОДУКТА: К ПРОБЛЕМЕ ВЗАИМОСВЯЗИ

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Статья посвящена исследованию аспектов процесса продюсирования современного медиапродукта. Мотивируется взаимосвязь продюсирования и качества медиаконтента, утверждается, что размер и характеристика аудитории того или иного медиапродукта прямо пропорционально зависит от того, насколько качественным и ценным он является для этой аудитории. Обосновывается понятие «цепочка ценностей» по отношению к сфере медиа. На примере обращения к казахстанской телевизионной медиасфере доказывается, что ценность и качество являются одними из главных факторов, влияющих на просмотры телевизионных программ и результативность процесса продюсирования. Апеллируя к ситуации на современном казахстанском телевидении, характеризуя состояние телевизионной медиаотрасли в регионах (Костанайская область), авторы статьи приходят к выводу о том, что назрела острая потребность создания в Казахстане института продюсирования, поскольку продюсер на телевидении является связующим звеном между процессом производства контента и потенциальными потребителями – зрителями и рекламодателями: он инициирует и организует творческий процесс создания аудиовизуального продукта, реализует проект «с нуля», воплощая перспективные идеи. Утверждается то, что отсутствие процесса продюсирования приводит к торможению развития современной медиаотрасли.

Ключевые слова: продюсирование, продюсер, медиапродукт, казахстанское телевидение.

ПРОДЮСЕРЛІК ЖӘНЕ МЕДИАӨНІМНІҢ САПАСЫ: БАЙЛАНЫС МӘСЕЛЕСІ

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Мақала заманауи медиаөнімді продюсерлеу процесінің аспектілерін зерттеуге бағытталады. Медиа ақпарат пен продюсерліктің арасындағы байланысты ынталандырады, осы және өзге де медиаөнім аудиториясының сипаты мен көлемі сол аудиторияға қаншалықты құнды және сапалы саналатындығына байланысты тура пропорционалды болатындығы қарастырылады. «Құндылық тізбегі» түсінігінің медиа саласына қатыстылығы бойынша негізделеді. Қазақстандық телеарна медиа саласына жолдау негізінде яғни телеарна бағдарламаларын көру және продюсерлеу үрдісінің нәтижелілігіне әсер ететін құндылық және сапа ең басты факторлардың бірі саналады. Заманауи қазақстандық телеарндағы жағдайларға шағымдана отырып, аймақтардағы (Қостанай облысы) телевизиялық медиасаласының жағдайын сипаттай отырып, мақала авторлары Қазақстанда продюсерлеу институттарын құруу қажеттілігі маңызды мәселелердің бірі ретінде қалыптастыру керектігі жөнінде бір шешімге келеді, себебі телеарнада продюсер ақпаратты өндіру үрдісі мен потенциалды тұтынушылар – көрермендер және жарнама берушілер арасындағы байланыс жасаушы көпір саналады: ол аудивизуалды өнім жасаудағы шығармашылық үрдісті қалыптастырады және бастамашы болады, болашағы зор идеялы жобаларды басынан бастап жүзеге асырады. Продюсерлеу процесінің болмауы заманауи медиа саласының дамуына кедергі келтіреді деп есептейді.

Түйіндітік сөздер: продюсерлеу, продюсер, медиаөнім, қазақстандық телеарна.

Process of television producing in the republics of the CIS only begins to gain steam, and in Kazakhstan in general is in rudimentary state. In RK respectively there is no scientific research on media producing problems yet and there are no publications on this problem. And meanwhile in Russia the first dissertations are defended – for example, by Ksinopulo M. P. "Television producing and tendencies of its development under modern conditions" [1]; manuals "Skill of the Producer of Cinema and Television" are prepared [2]; "Producer business bases. Audiovisual sphere". [3] The modern essence of a television producer profession with emphasis on regional aspect is disclosed in A.S. Sumskaya's article "A producing phenomenon. A look from the region". [4] In the article by Livson M.V. features of a field of activity of producers of various level are defined. [5] The Belarusian experts show considerable interest in the research of modern television producing problems and they initiated the publication of a western edition of the author Catherine Kellison in translation into Russian [6].

For very short time media sphere has turned into a wide range of market segments in the world, a unique combination of creativity and business. The attention to dramatic art of media products has amplified, the character of their information component has changed (there was a transition from a news paradigm to informatively entertaining, to so-called " storytelling " , to mass transition to rails of format media production. The commercial solvency and demand of the content became the criterion defining a competitive position of the media companies. All set of programs, movies, design of the channel and a prompt, its brand make nowadays the value of TV channel as goods. The buyer of these goods is the viewer who pays for his viewing in money or time, or the advertiser who pays for the viewer.

Media make the product in order that it acted on two markets – goods and services. The first market on which media operate is commodity market. On it the contents – the information, opinions, entertainments "packed" together and extended in different media forms that is in the form of the newspaper, the magazine, the book, radio or the television program act as goods. Contents as goods is intended for audience which is a consumer of media. The second market in which media compete is the market of services. Mass media "sell" to advertisers, in fact, not the area in the newspaper or seconds in a TV program, but first of all access to audience. The amount of payment for "organization" of access for readers, the audience, listeners to the advertizing message depends mainly on the sizes and characteristics of that audience, access to which is provided, but not on volumes and the sizes of advertisements.

The size and the characteristics of audience in this or that program in direct ratio depends on how qualitative and valuable this program is for this audience. Production of the value put in goods or service, is the main objective of any firm activity. At first sight, the concept of value of this context is abstract, but in real practice for the consumer it has very concrete value. To survive in the market, any firm has to attract buyers with certain "value" of the product made by it, offering consumers only those goods or services which meet their requirements and desires. In practice creation of "value" of goods or service represents the multistage process including various stages. At each stage of production there is a creation of intermediate value, however the consumer becomes a final link of determination of value offered on commodity market and services.

Modern economists call such process "a value chain". Now the concept of "a value chain" becomes extremely relevant as it allocates key stages of production process and their sequence. In a final link of this chain there is a final value for the consumer that by many businesses is defined as an ultimate goal of their activity. The concept of "a value chain" gains the increasing value in connection with integration processes in economy. It is especially noticeable on the example of the media industry. Thanks to development of new information and communication technologies, digitalization of contents and emergence of new channels for its distribution, in a core of all sectors of the media industry activity contents is its creation, systematization, packing, and distribution. All mass media – newspapers, magazines, television, radio, the Internet – make contents. And though concrete media forms which it gets at a distribution stage can significantly differ, the essence of economic activity of all media comes down to production of new or to recycling of already existing contents.

The analysis of "a value chain" in the media industry shows that the value created at key stages of production in all sectors of the media industry is connected with contents. As a result demand of audience for media is formed under the influence of a complex of parameters – information and entertaining inquiries of audience, public information needs, typological characteristics of media, ideas of audience of their value.
Value in this case is an economic concept, or, in other words, the criterion of measurement of actual cost or goods or service, or the company reflecting readiness of the buyer to pay for them money. Value, thus, is defined by preference and the choice of the buyer and therefore often is defined as the property not inherent in goods initially, and appearing in the course of exchange. The concept of goods or service value is implanted in a concept of demand – the cumulative public need for various goods and services which consists of a set of concrete requirements of consumers. Demand constantly interacts with the offer, and their ratio in the market makes one of the basic economic laws of commodity economy.

Many economists consider that concepts of the offer and, as a result, demand are defined by the objective moments, for example costs of production. However the example of the industry of mass media clearly confirms: demand creating the offer substantially reflects valuable installations of people. Not the expenses of production of the newspaper or TV program, and contents determine their value for audience. The speech can go about various aspects of value: information, debatable, the participation, entertaining or about their concrete combination at the moment .

The value and quality are one of the main factors influencing viewings of television programs. Viewings in their turn form ratings and the share of audience. The producer on television is a link between process of content production and potential advertisers. He initiates and organizes creative process of making of an audiovisual product. He realizes the project "from scratch" embodying the perspective ideas. The most essential moment in creative activity of the television producer is formulation of the concept of a TV program. Inherently is a creative way of disclosure of any perspective, form of presentation of the real facts, unknown documents, a possibility of realization of materials from film and video archives. Also ways of the organization of headings, creations of mechanisms of cycling of telecasts enter the notion "concept". To find the idea and to create the most mature screen form is the main objective of the television producer.

To deny the importance of the producer work today is a big mistake. However there are TV channels in which staff the producer is absent at all. Those make now, unfortunately, the majority of the Kazakhstani television. For example, Qostanay TV channel (branch of a Republic television and radio corporation "Qazaqstan"). It should be taken into account that the TV company works in the conditions of the state order, but it doesn't mean that 100% of broadcasting time occupy programs of this sort. A part of audiovisual content is made by directly creative staff of the company. However in the process of creation of the concept for their own programs what is practically not considered is orientation to rating as a success criterion, editors don't seek to reach a compromise between mass character of spectator interest and its art value, and are guided only by the ambitions and their ideas. In direct process of content production the problems connected with absence of the producer are found. The directors and operators of TV company who don't have professional education meet difficulties in pre-production process (plan), production (shooting) and post-production (installation and "processing" of a ready-made product). The listed shortcomings connected with production of audiovisual product directly influence quality of the created product, and including as we spoke above, the future ratings of programs.

As for development of the producing process in the Kazakhstani regions, it is obvious that producing won't find ways of realization for a long time, owing to the existing limits such as financial, technological and personnel. In our opinion, vocational training of television producers in the sphere of marketing, financial and business planning can become one of important incentives of development of the Kazakhstani television production in the future. Similar practice would be able to facilitate financing terms of television production by independent investors.

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THE ROLE OF SPORT IN FORMATION OF THE COUNTRY IMAGE

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The article is devoted to the problem of formation of the state image by means of a sport phenomenon. The image is characterized as a synergetic construct created on crossing of such concepts as an image, a symbol, a stereotype, a tradition, authority. The main objectives of image are presented in the article as the ways of influence on the intellectual and subconscious level for the purpose of formation of this or that public opinion of positive nature. Key characteristics of sport image per se and the Kazakhstani sport in particular are described. It is claimed that the positive image of the Kazakhstani sport in general will be created and moved ahead effectively in the wide national environment. In particular, the future of domestic sport and value of a healthy lifestyle in many respects depends on the home research of the experts, which is analyzed in connection with identification of key aspects of formation of sports image of the country. The conclusion is drawn that the image of the Kazakhstani sport represents a developed steady public opinion or images of this or that sport, or sports activity in general which include the key territorial, national, state and cultural lines of the state which are characterized by availability to interpretation and understanding by wider audience.

Keywords: image of the country, sport, media

РОЛЬ СПОРТА В ФОРМИРОВАНИИ ИМИДЖА СТРАНЫ

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Статья посвящена проблеме формирования имиджа государства посредством феномена спорта. Имидж характеризуется как синергетический конструкт, сформированный на пересечении таких понятий, как образ, символ, стереотип, традиция, авторитет. Основные задачи имиджа представлены в статье как способы влияние на интеллектуальном и подсознательном уровне с целью формирования того или иного позитивного характера общественного мнения. Обозначены ключевые характеристики имиджа спорта как такового и казахстанского спорта в частности. Утверждается: от того, насколько эффективно будет создаваться и продвигаться положительный имидж казахстанского спорта в целом и в широкой народной среде в частности, во многом зависит будущее отечественного спорта и ценность здорового образа жизни Анализируются исследования российских специалистов в связи с выявлением ключевых аспектов формирования спортивного имиджа страны. Сделан вывод о том, что имидж казахстанского спорта представляет собой сложившееся устойчивое общественное мнение или образы того или иного вида спорта, либо спортивной деятельности в целом, которые включают в себя ключевые территориальные, национальные, государственные и культурные черты государства, характеризующиеся доступностью для интерпретации и осознания как можно более широкой аудиторией.

Ключевые слова: имидж страны, спорт, СМИ

ЕЛДІҢ ИМИДЖІН ҚАЛЫПТАСТЫРУДАҒЫ СПОРТТЫҢ РӨЛІ

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Мақала мемлекеттің имиджін спорт феномені арқылы қалыптастыру мәселесіне бағытталады. Имидж бейне, символ, көзқарас, дәстүр, бедел түсініктерінің байланысын қалыптастырудағы синергетикалық құрылым ретінде сипатталады. Мақалада имиджің негізгі міндеттері қоғамдық пікірдің жағымды және басқа да сипатын құру мақсатында интеллектуалды және танымдық жағына әсер етуі ретінде қарастырылған. Спорттық имиджің жалпы және қазақстандық сипатының Түйінділік негізі көрсетілген. Бекітілді: қазақстандық спорт имиджінің жағымды тұстары жалпы және кең түрде халық арасында қаншалықты тиімді құрылады және көрсетіледі, оған отандық спорттың және салауатты өмір салты құндылығының болашағы көп әсер етеді. Елдің спорттық имиджін қалыптастырудағы кәсіптік аспектілерді табу мақсатында ресейлік мамандардың зерттеулері қорытындыланады. Қазақстандық спорт имиджіне қатысты қандай да болмасын спорт түріне қоғамдық пікір немесе сипат тұрақты қалыптасқан, немесе мемлекеттің мәдени, мемлекеттік, ұлттық, аумақтық сипатын баса назарға алатын спорттық қызмет жалпы алғанда интерпретация үшін және көлемі жағынан кең аудиторияның қабылдауына қолжетімді деген осындай қорытындыға келді.

Түйінді сөздер: елдің имиджі, спорт, БАҚ

In the modern world the sports image of the state influences image of the whole country in general. It reflects progress of the state in all spheres of life. It induces the governments to actively draw attention of citizens and world community to sports victories of their countries.

Illumination of sport helps to switch people from problems of the state in other spheres of life to media and, thanks to progress of the country in the sports sphere, to develop pride for the country.

The complexity of a research of sports image of the state is connected with "close connection of sport with other spheres of public life. Sports media are aimed at creation of favorable image of the country: emotionally cover victories of athletes, its great sports past. Other aspects are not so effectively used, or covered.

Today the sphere of sport is involved in processes of social designing of reality the concept of which consists in "forming of borders of social control of masses" [1]. On the one hand, these borders define the sphere of control over mass consciousness, and on the other, designate limits of impact on mass consciousness, establish "freedom zone".

Doping scandals, acts of athletes, doubtful from the point of view of ethics or directly breaking it, lead to a situation when researchers more and more insistently express the need for the development of social and philosophical model of ethical character in relation to sport [2].

One of starting points for the solution of this task is the analysis of image of sport which, in its turn, includes an accurately structured system of images of the components falling within the scope of sport: beginning with brands of sports equipment and finishing with image of the athlete. The future of domestic sport and value of a healthy lifestyle in many respects depends on how effectively the positive image of sport in general is created and moved ahead in the wide national environment in particular. This work assumes the review of the available theoretical approaches to a research of sport image. The data obtained as a result of application of these approaches are considered as basic at a research of an axiological component in representation of sport and athletes in media.

Etymological roots of this concept are derived from the Latin word "imago" ("image") and also related to the lexeme of "imitari" ("to imitate"). In other words, the concept of image of sport is closely connected with formation of an attractive image which influences basic, archetypic ideas of the personality of the health, physical and spiritual perfection expressed as a symbol, in an idealized representation [3].

Let's consider structural components of a concept of image in the ratio with other objects of the metasphere that will allow to disclose essence of this phenomenon. The most obvious communication of image is found with a concept of the myth. In essence the image is a derivative of the existing myth during this or that relevant period which is the final product of intellectual and sensual processing by the person or society of data of this or that discourse area.

Characterizing an image, the existence in it of the nuclear structure having symbolical character should also be noted. According to A.F. Losev's concept, the symbol represents the idea or an image reflecting concrete characteristics of subjective and objective identity of this or that phenomenon generalized and natural [4]. Components of an image can enter various relations with each other in it, forming the complex structure consisting of separate the stimulating factors focused on perception of the person.

The essence of image is caused as well by tradition as any image having estimated contents makes special demands to the invariance of the characteristics. This communication of image with tradition corresponds to a culturological component.

Content of image reveals also through its such quality as a stereotyping. L.M. Zemlyanova characterizes image as "the schematical and standardized idea of this or that object in a social discourse the key characteristics of which are its emotional connotation and also stability in synchronic and diachronic aspects" [5].

Other connections including a concept of image in the metasphere is a phenomenon of the authority (community in force of influence on target audience, unalterability of image and its stability) and also public opinion.

Thus, the image represents the heterogeneous construct created on crossing of such concepts as an image, a symbol, a stereotype, tradition and authority. The main objective of image is influence on the intellectual and subconscious level for the purpose of formation of this or that nature of public opinion.

Key characteristics of image of sport of this or that state as mental constract are the compactness (universality of a form and value), integrity (unity of internal system of images), rootedness in traditional values of target audience (direct compliance to the key cultural and universal concepts typical for community of people), stability and dynamism and also explicit estimation [6].

Characterizing features of image of the Russian sport, G.H. Murtazina allocates the following approaches to identification of its key aspects [6]:

1. Brending approach.

This approach is presented in A. Chumikov's research [7]. Considering process of formation of image of the Russian sport in domestic youth media, authors of this approach suggest to allocate basic brands for the majority of types of the Russian sport which will become a key dominant during creation of a complete positive image of the Russian sport as the brand embodies in reception of young people of such categories as respect, respectability, orientation to authority, relevance of sport which have access to the most significant manifestations of fashion and sport in the world space.

2. Marketing approach.

The representative of this approach in image studies is, in particular, V.M. Shepel [8] who connects a concept of image with a concept of a complex of the emotional and intellectual representations based on the key marketing institutes which gained the most extensive distribution to areas of the Russian sport. It explains the mechanism of social reception when, for example, having met a mention of this or that team in Russia, the audience forms an integral image or "includes" already available idea of it. Respectively, in this approach careful work on formation of a positive image of separate components of a sporting world which can be integrated into young people through mass media subsequently is required.

3. Actually image approach.

In this direction the leading role belongs to research of L.V. Bogdanova who was engaged in definition and assessment of culture of the communication accepted in sport and also estimated compatibility of positive influences in the sports environment on surrounding sociocultural space [9].

From these positions the image of the Kazakhstani sport is made by key elements of symbolical state system: the economic, geographical, national and sociocultural resources expressing typification of a certain sport, its importance and its achievements in positive assessment and interpretation of people of different generations.

Considering internal mechanisms of formation of positive image of the Kazakhstani sport in domestic media, it is possible to allocate "vertical" and "horizontal" ways of image formation. In the first case there is the subsequent stratification of an image of sport on the aspects which are it depending on their functional accessory (that is leaders are brands, economic, historical and cultural, mental, etc. images) [2]. At "horizontal" approach to determination of structure of image of sport all concepts interconnected with the central image can be located at one level in diachronic and spatial aspects.

There exists as well "dominant" approach to determination of internal structure of image which at the same time considers both "vertical", and "horizontal" structure of image [1].

Formation of a positive image of the Kazakhstani sport in domestic media represents one of important tasks when designing the mental space of the country in general and also at integration of mental and sociocultural features of sport into consciousness of audience. The image of the Kazakhstani sport can be characterized from the point of view of designing of a public discourse, informative function, social regulation function, function of social goal-setting and also its socializing function.

Thus, it is possible to draw a conclusion that the image of the Kazakhstani sport represents the developed steady opinion or an image of this or that sport, or sports activity in general which includes its key territorial, national, state and cultural lines which are characterized by availability to interpretation and understanding by wide audience. Tools for creating a positive image of the Kazakhstani sport are the mass media forming the optimum communicative focused environment for this or that subject of the PR-relations. The concrete characteristic of relevant image of domestic sport as a representative indicator can be considered perspective for a research of its formation sphere.

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К ВОПРОСУ О ПРЕДМЕТЕ ФИЛОСОФИИ ПРАВА

Колдыбаев С.А. – доктор философских наук, проф.

В работе в дискуссионном плане характеризуется философский характер предмета философии права. Показывается несостоятельность юридического статуса философии права. Рассматриваются аргументы, как одной, так и другой позиции исследователей. Показывается значимость философского статуса философии права. В качестве обоснования предлагаются два определителя. Первый – необходимость разграничения понятий «право» и «закон» для дифференциации сфер соответствующем области философских и юридических наук. Второй – «право вообще», как специфичный предмет философии права. Обосновывается неправомерность идей образования философии отраслевых наук права. Доказывается, что разграничение философии уголовного права, философии гражданского права, выделение специфики мировоззренческого предмета всех остальных отраслей права лишает право философского статуса. С авторской позиции все философские аспекты отраслевых и специальных юридических наук способны найти общее, а именно мировоззренческое выражение в одной науке – философии права.

Ключевые слова: философия, право, закон

ON THE ISSUE OF LAW PHILOSOPHY

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The article discusses the philosophy of the philosophical nature of the subject of the Law Philosophy. The inconsistency of the legal status of the Law Philosophy is shown As a justification, two determinants are proposed. The arguments of one and the other position of the researchers are considered. The importance of the philosophical status of the philosophy of law is shown. The first is the need to distinguish between the concepts "Law" and "Justice" for differentiating spheres in the corresponding field of philosophical and legal sciences. The second is "Law in general," as a specific subject of the philosophy of law. The distinction is made between the philosophy of criminal law, the philosophy of civil law, the vision of the specificity of the world outlook subject of all other branches of law deprives the right of a philosophical statusThe illegitimacy of ideas for the formation of the philosophy of the branch sciences of law is grounded. From the author's position, all philosophical aspects of branch and special legal sciences are able to find a common, namely world outlook in one science - the Law Philosophy.

Key words: philosophy, ridht, law

ҚҰҚЫҚ ФИЛОСОФИЯСЫ ПӘНІ ТУРАЛЫ МӘСЕЛЕСІНЕ

Жұмыста пікірталас түрінде құқық философиясы пәнінің философиялық сипаты қарастыралады. Негіздеме ретінде ені анықтағыш берілген. Зерттеушілердің бірінші және екінші жақтаушылардың ұстанымдарының аргументтері қарастырылады. Құқық философияның философиялық статусының қажеттілігі көрсетіледі. Құқық философиясының заңды мәртебесінің қауқарсыздығы көрсетіледі Бірінші –«құқық» түсініген шектеу және философиямен заң ғылымдарына сәйкес салаларды бөлу үшін –«заңның» қажеттілігі.Екіншісі –құқық философиясы ерекше және ретіндегі «жалпы құқық». Құқық саласы ғылымында философияның қалыптасуының құқықтық еместігімен негізделеді. Қылмыстық құқық философиясының, азаматтық құқық философиясының ажыратылуы дәлелденеді, пәннің көзқарастық спефификасы бөлінеді құқықтық саласындағы қалған философия статусының құқығын жоғалтады Автордың көзқарасы бойынша,барлық философиялық аспектілер салалық және арнайы мамандандырылған заң ғылымымен жалпылама ортақтасады,ал негізінен философия мен заң ғылымының әлемдік көзқарасы біртектес.

Түйінді создер: философия, кукык, зан

В последние десятилетия заметно возрос интерес к исследованию проблематики права не только как юридическому, но и философскому феномену. Выражением такого интереса, в частности, являются, дискуссии исследователей о предмете философия права, как науки. Некоторые склоны считать, что философия права вообще не наука. Сторонники такой позиции считают, что философия права это просто способ мышления. Но мы будем придерживаться точки зрения о том, что это наука. Но еще больше споров куда относить философию права, как науку. Одни ученые называют философию права философской , другие склоны считать ее юридической наукой [1].

На наш взгляд в этом вопросе вполне назрела ситуация, когда в разрешении спора предмета философии права в полной мере необходимо учесть принципиальную важность широко распространенного среди исследователей юристов дифференцированного разграничения понятий – «права» и «закона».

Учет данной градации позволяет вполне определенно разграничить как область юридическую, так и философскую в праве. Как известно, закон - нормативный акт, принятый в особом порядке высшим представительным органом законодательной власти либо непосредственным волеизъявлением населения путем референдума и регулирующий наиболее важные и устойчивые общественные отношения. «Закон принимает государственный орган, что есть сфера политическая» [2]. В то же время понятие право в большей степени несет в себе морально-мировоззренческую нагрузку. Известно, в частности, что не всякий закон, а даже не всякое национальное законодательство является моральным, т.е. справедливым.

Дифференциация «права» и «закона» позволяет вполне логично определить предмет философии права, как науку решающую мировоззренческие проблемы, связанную с решением вопроса смысла, справедливости, роли права в обществе. Подобная проблематика характеризует философию права, как философскую науку.

В то же время, те вопросы, которые характеризуют конкретные механизмы возникновения, функционирования и развития права на уровне законодательства в обществе, находятся вне сферы философии права и относятся к области юридических наук. Подобное разделение философии права и особенно отраслевых, специальных юридических наук проявляется довольно отчетливо даже на эмпирическом уровне.

Сложнее обстоит с различием философии права с одной стороны и теории государства и права с другой. Некоторые исследователи, отстаивают юридический статус философии науки, отождествляют его с теорией государства и права.

Интересно проследить историю взаимоотношений этих близких наук. Первоначально философия права как учебная дисциплина появилась еще до советского периода – в начале X1X века. В это время она формируется как часть философии. Философия права была частью философии и основывалась на философских основах.

В конце X1X века философия права переходит к юристам и развивается как часть юриспруденции. В советский период философия права растворилась в теории государства и права Она исчезает как отдельная дисциплина и как наука разрабатывается в рамках теории государства и права.

Сторонники юридической позиции философии права ссылаются на то, что она, как и теория государства и права имеет дело с «правом вообще», а не с конкретикой юридических дисциплин.

Однако подобное обоснование представляется не совсем обоснованным. Да, спору нет, и философия права и теория государства и права имеют дел с общим правом. Но в философии права «право вообще» рассматривается в контексте отношений с обществом. Философия права стремится выработать о своем предмете предельно обобщенное универсальное знание . Философия права в ее соотношении с другими видами и способами изучения права - является высшей духовной формой познания права, постижения и утверждения его смысла, ценности и значения в жизни людей.

В то же время проблематика теории государства и права своей сферой имеет главным образом область отношений права со своими внутренними структурами и механизмами развития и функционирования.

Следовательно, хотя философию права и теорию государства и права объединяет один предмет – «право вообще», необходимо учитывать и различие их мировоззренческого проявления. Философия права есть предельно общее мировоззрение по отношению ко всем юридическим наукам, в том числе и к теории государства и права. В то же время, как понятия теории государства и права «менее» общи, чем в философии права, ибо они проявляются как мировоззрение и методология по отношению к отраслевым и специальным юридическим наукам.

Известно, что всякую науку, как философскую характеризует именно исследование предельно общего. Общее в таком виде есть прерогатива философии, а не других наук. Это относится и к философии вообще, и к остальным его ответвлениям – философии истории, философии природы и пр. И в данном случае среди наук, изучающих право, нет ни одной, которая бы изучала предельно общее в праве. Такую задачу выполняет только философия права.

Но есть и другие свойства в философии права, которые позволяют ее относить к философской науке. Известно, в частности, что положения философии права не имеет общезначимых результатов. Те выводы, к которым приходят ученые в области философии права, не обязательно будут приняты всеми. Философия права ищет бесконечные решения одних и тех же значимых вопросов.

В философии права нет единства, ибо она зачастую выступает, как набор различных мнений.

В философии права, как и в любом разделе философии выделяется ценностная составляющая. Тут проявляется субъективный момент. В философии права значимость и ценность по-разному рассматривается. Цель науки – обрести новое знание; а философии права – обрести смысл.

Таким образом, названные свойства философии права сводятся к трем составляющим:

Во-первых – это стремление к получению предельно обобщенного и универсального знания о праве. Во-вторых - ценностная природа философского знания о праве В третьих – наличие субъективистского подхода к проблемам права.

Из данных трех свойств первый признак выступает основным, отличительным по отношению к другим наукам. Философия права стремясь к получению предельно широкого знания эти самым выступает и как теория и как метод.

Как теория философия права представляет собой сумму представлений о предельных основаниях правового бытия, его смысла, выступающих в форме рационализированных ценностных установок. Как метод, философия права есть способ познания, направленный на выявление предельных оснований правового бытия, его смысла, выступающих в форме рационализированных ценностных установок.

Предмет «общего» как определителя философской науки следует учитывать и в тех дискуссиях среди ученых, которые в последнее время ставят вопрос о введении философии отдельных отраслей права. Согласно логике такого подхода должны существовать, например, философия уголовного права, философия гражданского права, философия трудового права, философия биржевого права и пр.

Однако такая точка зрения, нам представляется, как минимум спорной. Все собственно философские проблемы вполне находят свое разрешение в исследовании «права вообще», как общем акумуляторе частно-отраслевых его разделов. Всякие другие обоснования представляются несостоятельными.

Наглядный тому пример работа российского исследователя Ю.В.Голика, опубликовавшего монографическую работу «Философия уголовного права» (заметим разработка философии других отраслей права не получила сколь -нибудь значительной разработки в исследованиях). Обоснования автора в принципе сводятся к двум аргументам для правомерности философии уголовного права. Назовем их рациональным и эмоциональным.

Рациональное обоснование Ю. В.Голика сводится к авторитету Ф.Гегеля, точнее его работе «Философия права». По мнению российского исследователя, эта работа классического немецкого философа полна примерами именно из сферы уголовного права. А раз дело так, то это и есть первый аргумент в защиту необходимости введения специальной науки, называемой «Философией уголовного права».

Второй аргумент В.Голика в защиту введения «Философии уголовного права» который мы назвали эмоциональным, сводится к общественным слухам. Философия уголовного права нужна по его мнению «ибо человек в своей повседневной жизни очень часто сталкивается с преступлением и наказанием – именно эти темы являются сегодня самыми обсуждаемыми во всех средствах массовой информации, именно они по не всегда известным причинам будоражат общественное сознание и щекочут нервы отдельным гражданам. Все это приводит к тому, что именно уголовное право очень часто отождествляется в общественном сознании с правом вообще.»[3]

Но приводимые Ю. В.Голиком доводы не убедительны. Пожалуй, это наиболее очевидно в отношении второго аргумента – эмоционального. Громкие слухи и все что с ним связано не может являться рациональным аргументом в обосновании правомерности философии уголовного права как науки.

Что касается первого обоснования, связанного с авторитетом Ф.Гегеля то это аргумент по природе так же не рациональный. Хотя, безусловно, не никаких сомнений в наличии такового авторитета и при этом чрезвычайно высокого у немецкого мыслителя. Но кроме того важно обратить внимание, что в «Философии права» не случайно, как нам представляется, допущен немецким философом кажущийся элемент логической нестыковки. Несмотря на то, что в работе немецкого мыслителя приводятся факты из уголовного права, название работы претендует на раскрытие философии права вообще. Поэтому вопреки выводам В.Голика мы склоны считать по названию и содержанию работы Ф.Гегеля, что он философское обоснование права связывал с исследованием общего.

В целом же, доводы автора иллюстрируют не необходимость философии уголовного права, чего он добивается, а скорее его общую неправомерность.

С нашей точки зрения все философские аспекты отраслевых и специальных юридических наук способны найти свое общее, а именно мировоззренческое выражение в одной науке – философии права. Отсюда нет необходимости создавать специальные философские науки по конкретным отраслям права. Да и с точки зрения здравого смысла – это был бы довольно длинный список, учитывая весьма значительное количество наук о праве.

Философии права, как философской науке присуща своя структура. К таковым основным разделам относятся:

- онтология права (проблемы природы права, проблемы связи права и закона),
- антропология права (закрепление прав и свобод человека как высшей ценности,)
- гносеология права (учение о познании права)

- аксиология права (обоснование ценности права)

Философия права имеет и функции, которые присущи всякой философской науке. Они следующие:

а) мироззренческая функция – формирует предельно общее представление о природе и смысле права в обществе

в) методологическая функция – является теоретической конструкцией для всех юридических наук

г) гносеологическая функция – выступает познавательным инструментарием в исследовании природы права

д) аксиологическая функция – обосновывает ценность права, смысла прав и свобод человека в обществе.

е) Легимитирующая функция – проявляется в способности философии оценивать существующие политико-правовые институты как достойные и недостойные с точки зрения философских идей, принципов и представлений.

ж) Воспитательная функция – формирование правосознания и правового мышления личности, социальных групп и общества, в том числе такого важного качества культурной личности, как ориентация на справедливость и уважение к праву.

Значение знания философии права велико. Вполне очевидно, что умение осознать высокий гуманистический смысл своей деятельности, философски обосновать свою теоретическую позицию и принимаемое практическое решение является признаком высокого профессионализма и гражданской честности юриста. Такое обоснование, особенно в области практических решений, не всегда осознается, однако оно в значительной степени определяется доминирующими установками мировоззрения юристов, на формирование которого призвана оказывать влияние философия права. Попытки решать фундаментальные теоретические проблемы юриспруденции без философского обоснования приводят, как правило, к их релятивизации либо догматизации. «Тот, кто полагает, что обойдется без философского обоснования функционирования правовой системы, – пишет французский философ права Г.А. Шварц-Либерман фон Валендорф, – в действительности бессознательно руководствуется своей «личной», доморощенной философией, рискуя кончить блужданиями в потемках правовой дисгармонии»[4].

Хотя философия права не ставит своей целью решение конкретных проблем правоведения, а лишь помогает более четко осознать исследователю-юристу собственную позицию, упорядочить знание, по-новому взглянуть на свой предмет в свете более широкого подхода, тем не менее, все центральные, фундаментальные проблемы правоведения находят свое решение или, по крайней мере, их обоснование именно на философском уровне.

В этом как раз и состоит одна из «загадок» феномена права, и это обстоятельство определяет фундаментальную роль философии права в системе правоведения как общеметодологической дисциплины.

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КОММУНИКАТИВНАЯ ОСОБЕННОСТЬ АУДИРОВАНИЯ КАК ВИДА РЕЧЕВОЙ ДЕЯТЕЛЬНОСТИ НА ЗАНЯТИЯХ ИНОСТРАННОГО ЯЗЫКА В ВУЗЕ

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В данной статье рассматриваются вопросы, связанные с обучением и формированием навыков аудирования и говорения. Подготовка специалиста, хорошо владеющего иностранным языком, понимающего особенности своей профессии - является одной из целей образования в ВУЗе. Способы достижения этих целей меняются вместе с основными тенденциями развития всего общества. Несмотря на систематические поиски путей решения по проблеме понимания иноязычной речи на слух, данная проблема остается актуальной и на сегодняшний день, так как аудирование является одним из самых сложных видов речевой деятельности. В связи с этим, основное назначение иностранного языка как предметной области обучения состоит в умении общаться на иностранном языке и воспринимать иноязычную речь на слух. Формирование речевых навыков занимает ключевое место в процессе обучения иностранному языку. Учебные ситуации, предлагаемые преподавателем на занятиях английского языка, отражают все компоненты ситуации общения. Ключевым моментом является характер познавательной деятельности учащихся. В данной статье рассматриваются причины, затрудняющие формирование навыков аудирования и говорения, а также предлагаются пути решения данной проблемы через изучение лексических единиц, формирование грамматических навыков, тренировочные упражнения, различные формы контроля, которые способствуют свободному использованию иноязычной речи студентами в практической деятельности.

Ключевые слова: иностранный язык, аудирование, говорение, диалог, дискуссия, коммуникация, речевая деятельность.

COMMUNICATIVE FEATURE OF LISTENING AS A TYPE OF SPEECH ACTIVITY IN FOREIGN LANGUAGE CLASSES AT THE UNIVERSITY

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This article discusses issues related to teaching and developing listening and speaking skills. The training of a specialist who knows a foreign language well and understands the peculiarities of his profession is one of the goals of education in the university. The ways to achieve these goals change along with the main trends in the development of the whole society. Despite the systematic search for solutions to the problem of understanding a foreign speech by ear, this problem remains relevant and to date, since listening is one of the most complex types of speech activity. In this regard, the main purpose of a foreign language as a subject area of training is the ability to communicate in a foreign language and to perceive a foreign language by ear. The formation of speech skills occupies a key place in the learning process of a foreign language. The learning situations offered by the teacher in English classes reflect all the components of the communication situation. The key moment is the nature of cognitive activity of students. This article discusses the reasons that hinder development of skills of listening and speaking, and also the ways to solve *this problem through the study of lexical units, the formation of grammatical skills, training exercises, and various forms of control that contribute to the free use of foreign speech of students in practical activities.*

Key words: foreign language, listening, speaking, dialogue, discussion, communication, speech activity.

ЖОҒАРЫ ОҚУ ОРЫНДАРЫНДАҒЫ ШЕТЕЛ ТІЛІНІҢ СӨЙЛЕУ ҚЫЗМЕТТІ ЖӘНЕ ТЫҢДАЛЫМ ЕРЕКШЕЛІКТЕРІ

Маркелова Д. – А. Байтұрсынов атындағы Қостанай мемлекеттік университетінің шет тілі кафедрасының аға оқытушысы

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Берілген мақалада айтылым мен тыңдалымды оқытуға және қалыптастыруға байланысты сұрақтар қарастырылады. Шетел тілін жақсы меңгерген, өз мамандығының ерекшеліктерін түсінетін маман дайындау ЖОО-дағы білім беру мақсаттарының бірі болып табылады. Осы мақсаттарға қол жеткізу тәсілдері барлық қоғам дамуының негізгі үрдістерімен бірге өзгеріп отырады. Шетел тілінде сөйлеуді түсіну мәселелері бойынша шешу жолдарын жүйелі іздестіруге қарамастан, тыңдалым сөйлеу қызметінің ең күрделі түрлерінің бірі болғандықтан, аталған мәселе бүгінгі күні де өзекті болып отыр. Осыған байланысты шетел тілінде оқытудың пәндік саласы ретінде негізгі белгісі шетел тілінде сөйлесіп, шетел тіліндегі сөйлесімді қабылдаудан тұрады. Сөйлеу дағдыларын қалыптастыру шетел тілінде оқыту үдерісінде негізгі орын алады. Ағылшын тілі сабақтарында оқытушы ұсынған оқыту жағдаяттары қарым-қатынас жағдаяттарының барлық компоненттерін көрсетеді. Негізгі сәт білім алушылардың танымдық қызметінің сипаты болып табылады. Берілген мақалада тыңдалым мен сөйлесім дағдылары қалыптастыруда туындайтын қиындықтың себептері, берілген мәселені студенттердің практикалық қызметінде шетел тілін еркін қолдануға жағдай жасайтын лексикалық бірліктерді үйрену, грамматикалық даңғыларды қалыптастыру, даярлық жаттығулары, бақылаудың әр түрлі формалары арқылы шешу жолдары ұсынылады.

Түйінді сөздер: шетел тілі, тыңдалым, айтылым, сұхбат, пікірталас, коммуникация, сөйлеу қызметі.

Our life is communication. Wherever we are: at home we can listen to the stories of the interlocutors, the news of radio and television, enter into a dialogue on the phone that is impossible without well-formed listening and speaking skills. At work we have a variety of instructions and assignments, listen to lectures, participate in presentations at meetings and conferences. On vacation, we hear various announcements, advertisements, conversations and for this we need to understand what we hear. Communicating in the mother tongue, difficulty in understanding and communicating almost do not occur. Another thing is when we communicate in a foreign language. Here it is necessary to understand the sounding speech. Understanding speech by ear in a natural speech environment requires the speaker to have a good language training, since the natural language environment is a collection of speech and non-verbal conditions that reflect the way of life, history, culture and traditions of native speakers in the facts of a given language [1, 220].

One of the most important goals of teaching foreign languages is the application in practice of understanding skills of sounding speech by ear. Despite the systematic search for solutions to the problem of understanding a foreign speech by ear, this problem remains relevant and to date, since listening is one of the most complex types of speech activity. This is confirmed by the facts, when listening to a speech in a foreign language, people are lost and unable to recognize even the familiar words [2, 131]. The methodologists have revealed the difficulties caused by the listening conditions, the individual features of the source of speech and the linguistic features of the perceived material. To achieve this goal, an artificial (educational) language environment is created in educational institutions. The artificial (educational) language environment is a set of simulated situations of communication that cause the students to readiness for a foreign communicative activity and encourage them to adequately use speech and non-verbal means of communication [1, 221]. In the classroom, teachers practice the skills of pronunciation of unfamiliar vocabulary, idiomatic expressions, conversational formulas, special terms and abbreviations. It is necessary to enrich the vocabulary of learners, so that they can better understand the speech by ear in all possible ways. For example, after hearing in a speech: The bee's knees. - The highest grade; Pigs might fly. - What does not happen in the world!; There is not enough space to swing a cat. - The apple has nowhere to fall; A second bite of a cherry. - The second attempt; An old head on young shoulders. - To be wise not to years; and many others, the student will not immediately be able to understand what is at stake. Let's hear the next dialogue.

- Asel, our furniture is too old. Let’s buy a new one. How do you think?
- Ok! Your idea is good! What furniture would you like?

- I would prefer that one.
- Oh. You are old head on young shoulders!
- And you?
- I would prefer that one.
- You must be joking! It costs a fortune!
- Why not! I made a bundle by my last contract.
- Ok, I have some nest egg.
- I am very happy!
- Me too.

As you can see from the dialogue, phrases like: You are old head on young shoulders! It costs a fortune! I have some nest egg. I made a bundle by my last contract, could create difficulties for understanding. Only the memorization of idioms and the systematic use of these expressions in speech, contributes to a better understanding of foreign speech. Therefore, when teaching listening, the teacher should focus on the selection of linguistic, speech material, choose the appropriate structure of work with audio text and pay attention to the speech experience of students.

The difficulties caused by the linguistic features of the perceived material can also be attributed to ellipsis. Ellipsis are phrases in which some members of the sentence are omitted, but which are necessary for native speakers and are understandable in the context of the participants in the dialogue (2, 129). For example: He attended English language courses in Astana when traveling last autumn. Aigul was glad to see you, or maybe she just pretended to be. No problem. In accordance with the grammar rules, it should be said: There is no problem.

To date, educational institutions are creating all the conditions for auditing, but still, there are a number of difficulties that prevent the understanding of foreign speech by ear from the first time. For example, you are at the station. The announcer announces the train number, and you cannot make out what was said because of poor acoustics. During the online webinar, someone began to leaf through his lecture material and here is the result, the meaning of what was said was lost. Any noise can distract the listener from the meaning of what was said. To do this, teachers should more often apply AVTA. By audiovisual teaching aids there are meant benefits intended for visual, auditory or visual-auditory perception of the information contained in them. AVTA are usually divided into auditory, visual and visual-auditory [3, 236]. When listening or viewing certain information, the teacher suggests performing the following tasks: repeat the speech after the speaker; listen and headline the text; listen and make a plan for retelling; listen and retell; listen and answer questions; listen and retell in the form of a dialogue; listen and continue the phrases; listen and prepare an oral commentary; listen and find rhyming words or repetitive words. At this stage, the exercises you can trace the three Stages of a Lesson using Video. 1. Comprehension; 2. Language study; 3. Extension and transfer.

If we go to the difficulties caused by the individual features of the source of speech, then here it is necessary to say about the ability of students to listen to people of different ages, both children, men and women. Difficulties auditing people of different ages arise with their age characteristics. As for the youth, this is a separate topic for listening, since the majority of young people have the specificity to swallow some of the proposals and use youth slang, in addition, dialects of a foreign language must be taken into account.

According to E. Solovova all people are unique. It is difficult to assume that all the partners in the dialogue will sound perfectly, and therefore, we must learn to fill the gaps of understanding due to compensatory skills. For this, systematic studies are needed to consolidate lexical units and the ability to hold the recognized unit in the head, to compare with the standard values. By training memorization of lexical units, the memory is trained. It is well known that memory is divided into two types: long-term and short-term. Memory depends on the nature of the activity, the degree of the person's curiosity, his interests, the understanding of the information received and the need for remembering it. In this regard, teachers widely used visibility, coherence, meaningfulness. Working with young people, teachers need to consider that they have an emotional memory that is associated with positive or negative feelings. Impressions associated with it remain in memory for life, and hence the entire lexical minimum remains. Teachers use various types of exercises. Exercise is a socially organized multiple execution of linguistic operations or action with the aim of establishing or improving speech skills [1, 17]. 1. Listen to two of the mini-story and name differences. 2. Listen to mini-stories and write the adjectives. 3. Listen to mini-stories and write sentences in Present Perfect.

Considering all these factors to successfully understand and remember information, you want to stay on a system with audio text. Passing the exam in the listening section, students admit that this is the most difficult stage of the exam. This is indeed so. The thing is that when we communicate in life, we know the pre-situation. We can guess to imagine what further will be discussed. We can translate the conversation ourselves to use the familiar vocabulary. The same thing happens in class.

The teacher conducts pre-text work (before listening) with the student before listening. When passing an international level of listening, you only have to use the acquired skills and skills, as there are texts on which topic, and there are at least 4 of them, you will find out only after listening, during which the student must cope with all the above difficulties. To set the student to success in listening, you need a primary installation, on which depends the degree of motivation of the listener and the percentage of learning content. Let's look at some of them. Before listening to the text, the teacher offers students, using their life experience, a guess to determine the correctness of the answer through information that carries questions and exercises that contain semantic and linguistic values. Getting acquainted with them and discussing the answers, our students hear the words that will then be used in the text, because the context has already been defined and together with it the semantic field [2, 138]. For example, before listening to the text “Outstanding people of our Motherland”, the teacher offers a number of questions.

1. What is the Motherland?
2. Are you patriots of your country?
3. What qualities should a citizen who loves his homeland have?
4. What contribution can you make for the prosperity of your country?
5. Do you know people who have shown themselves in the service of the Motherland?
6. What do you think the topic will be on the text?

You can also offer students the title of the text and a small lexical minimum. Learners should assume what topic will be discussed in the text. For example: тема текста Olympic Games. Lexical minimum: athletic, the main problem, disqualification, result, success.

In both the first and second tasks, the main role of the teacher is to motivate students for a conversation, a dialogue. After a short answer, the teacher needs to provoke the student to a discussion. This can be done by asking the question - Why?

While listening (listening to the text), students need to quickly navigate through the text. If the text is unfamiliar and before listening was not performed, the task becomes more difficult to perform. It was the following training exercises help students to cope with such difficulties. Listen to the text and insert the missed words, phrases in the following sentences. Listen to the text and say what phrases were used in the text without changing. Give examples from the context with these phrases.

Exercises for after the text stage (Follow-up activities) are aimed at developing oral and written skills. E. Solovova offers samples of control tasks on auditing of international UCLES exams. Let's look at an example. Task 1. Look at the questions for this task. You will hear a tourist guide talking about some places to visit in London. Put a tick in the correct box for each question. Then comes the information. The guide says you can eat the Canal Café Theatre…. All students who perform training exercises in the class can easily cope with this task.

So, the main role is given to the communicative features of listening as a type of speech activity in foreign language classes at the university. The training of a specialist who knows a foreign language well and understands the peculiarities of his profession is one of the goals of education in the university. The ways to achieve these goals change along with the main trends in the development of the whole society. In this regard, the main purpose of a foreign language as a subject area of training is the ability to communicate in a foreign language and to perceive a foreign language by ear. Listening is a complex speech activity. Listening skills formed more effectively when audio and visual channels of information flow are used in conjunction.

Working with audio text and videotext should take no longer than one hour to develop skills in speaking and understanding of foreign speech. The systematic implementations of various types of exercises contribute to the successful mastery of foreign speech. The use of audio and video materials is an integral part of the perception of information, a model of a foreign language environment is created that helps to master communicative competence in a foreign language, not being in the country of the studied language. Sufficient mastery of listening as a kind of verbal activity stimulates the student speaking process. Listening skills help to realize the communicative purpose of learning a foreign language, as well as educational and developmental goals. Students carefully listen to the sound of speech, while forming the ability to listen and debate. It must be remembered that the learning process will be effective only if the student encounters difficulties in natural speech and learns to overcome them.

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ОСНОВНАЯ ОРГАНИЗАЦИОННАЯ ЕДИНИЦА УЧЕБНОГО ПРОЦЕССА ПО ПРАКТИКЕ ЯЗЫКА В ВУЗЕ

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В данной статье рассматриваются вопросы, связанные с организацией учебного процесса по практике языка. Основной организационной единицей учебного процесса является урок. Целью данной работы является выявления оптимальных форм работы для повышения качества обучения при организации учебного процесса по практике языка. Лингвосоциокультурный метод формирует восприятие на интуитивном уровне, облегчает понимание собеседника, так как объединяет такие языковые структуры как грамматику, лексику с внеязыковыми факторами для выражения впечатлений, мнений посредством мышления в определенном культурном поле. Коллективные формы обучения направлены на достижение поставленной цели обучения. Использование коллективных форм работы, такие как парные, групповые, проектные - ориентируют студента на успех. При проведении занятия преподавателем необходимо учитывать как педагогический, психологический так и методический аспекты. А именно развитие личности в ходе решения учебных задач, единство индивидуального и группового подхода к обучению. Обучающиеся должны быть мотивированы на обучение, которое проявится в общей их активности. Преподавателю необходимо учитывать дифференцированность нагрузки на обучающихся с учетом индивидуально-психологических особенностей, в результате которой должна быть раскрыта практическая значимость изучаемого материала на занятии. Темп ведения занятия должен быть расчитан на среднего и лучшего обучающегося. Необходимо устанавливать обратную связь через вопросы и обсуждения. При объяснении новой темы преподавателю следует применять межпредметную связь.

Ключевые слова: английский язык, учебный процесс, лингвосоциокультурный метод, говорение, коллективная форма, групповая форма, диалог, дискуссия, коммуникация.

ЖОО-ДА ТІЛДІК ТӘЖІРИБЕ БОЙЫНША ОҚЫТУ ҮДЕРІСІНІҢ НЕГІЗГІ ҰЙЫМДАСТЫРУШЫЛЫҚ БІРЛІГІ

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Бұл мақалада тілдік тәжірибе бойынша оқыту үдерісімен байланысты мәселелер қарастырылады. Оқу үдерісін ұйымдастырудың негізгі бірлігі сабақ болып табылады. Аталған жұмыстың негізгі мақсаты ретінде тілдік тәжірибені оқыту үдерісін ұйымдастыру барысында білім сапасының деңгейін көтеру үшін атқарылатын жұмыстың оңтайлы түрін анықтау саналады. Лингвистикалық-әлеуметтік әдіс түйсіктік деңгейдегі қабылдауды қалыптастырады,сонымен қоса арнайы мәдени ортада грамматика, лексика тәрізді тілдік құрылымдарды қосымша тілдік нысандармен бірге өз ойын білдіруге және әңгімелесушісін оңай ұғынуға мүмкіндік туғызады. Ұжымдық нысан болса, өз кезегінде оқытудың қойған мақсаттарын жүзеге асуына бағытталады. Топтық жұмыс нысанының жұптық, топтық, жоба тәрізді түрлерін кең қолдану- студентті жетістікке бастайды. Оқытушы өткізіп жатқан сабағы барысында тек педагогикалық, психологиялық қана емес, сонымен бірге әдістемелік аспектілерді де назардан тыс қалдырмаған жөн. Нақтырақ айтар болсақ, оқытудағы жеке және топтық тәсілдердің біріге қолданылуы және оқыту міндеттерін орындауда тұлғаның дамуы. Білім алушылар жалпы белсенділіктен көрініс табатын оқыту нысанына бағытталуы тиіс. Оқытушылар сабақ барысында қарастырылған оқу материалының тәжірибелік маңызы көрінетін нәтижеге әсер ететін, тұлғалық-психологиялық ерешеліктеріне қарай білім алушыларға құрылған жүктеменің дифференциялдығын ескеруге міндетті. Сабақ жүргізу қарқыны үздік және екпінді білім алушының деңгейіне сай болуы қажет. Пікірталас ұйыдастыру және сұрақтар қою арқылы білім алушылармен арада кері байланыс орнату қажет. Жаңа тақырыпты игерту барысында оқытушыға пінаралық байланысты қолдану қажет.

Түйінді сөздер: ағылшын тілі, оқу үдерісі, лингвистикалық-әлеуметтік әдіс, *сөйлеу, ұжымдық нысан, топтық нысан, диалог, пікірталас, коммуникация.*

THE MAIN ORGANIZATIONAL UNIT OF EDUCATIONAL PROCESS ON PRACTICE OF THE LANGUAGE IN A HIGHER EDUCATION INSTITUTION

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The questions connected with the organization of educational process for practice of the language are considered in this article. The main organizational unit of educational process is the lesson. The purpose of this work is identifications of optimum forms of work for improvement of the quality of training at the organization of educational process for practice of the language. The Lingvo social cultural method forms the perception at the intuitive level, facilitates understanding of the interlocutor as unites such language structures as grammar, vocabulary with extra language factors for expression of impressions, opinions by means of thinking in the defined cultural field. Collective forms of education are directed to the achievement of a goal of training. The using of collective forms of work, such as pair, group, project forms orient students for success. The lecturer should consider pedagogical, psychological and methodological aspects while conducting classes. Namely development of the personality during the solution of educational tasks, unity of individual and group approach to training. Students have to be motivated on training which will be shown in their general activity. It is necessary to consider the differentiation of load of students taking into account individual and psychological features as a result of which the practical importance of the studied material on occupation has to be disclosed. The rate of conducting occupation has to be designed for the average and the best student. It is necessary to establish feedback through questions and discussions. During the explanation of a new theme the teacher should apply intersubject communication.

Keywords: English, educational process, Lingvo social cultural method, speaking, collective form, group form, dialogue, discussion, communication.

Educational process in a higher education institution is, first of all, the activity of personnel potential of the skilled teachers and scientists conducting the researches on various directions in laboratories and at departments of faculties. The main organizational unit of educational process is the lesson. The purpose of this work is identifications of optimum forms of work for improvement of the quality of training during the organization of educational process for practice of language [3, 276]. The relevance of the subject of work is explained by the fact that the specifics of the subject "Foreign language" assume mastering pupils communicative competence, ability of communication in a foreign language. The social order of a society for studying of foreign languages increases. More and more attention is paid to polylingual education. The program of polylingual education is developed and implemented. At the same time the main problems of introduction of this program have been revealed. First of all, problems are related to the quality of teaching English. Teachers of higher education institutions should duplicate work of schools, repeating the passable school material. The higher education institution is forced to arrange the training programs under the available contingent of students. Many students aren't able to master necessary language material for transition to the following grade level. Multilingual education, has both a number of advantages, and a number of the difficulties connected with his introduction. The results of a research speak about the need of continuity and coherence for teaching English at schools and higher educational institutions. The knowledge of English will open access to the bigger number of new information and new technologies for students and teachers, and the task of teachers consists in teaching students to find this information and to use it competently. Only in that case the university graduate will correspond to the inquiries shown by labor market [6]. In spite of the fact that it is reported from all primary sources that knowledge of a foreign language is not luxury - it is need, at the same time it is necessary to recognize that students don't show interest to a learning of foreign language In this regard, absolutely new methodology of foreign language learning. Now the rapid growth of need for professional development and retraining of personnel is observed. In this regard there was need for creation of new training programs of professional development, holding methodical seminars by the qualified teachers who can pass on the experience and knowledge of a teaching technique to young people [7]. The structure and methods of a lesson is revised for improvement of the quality of knowledge of a foreign language of students. Today studying the language by means of a lingvo social cultural method is offered. This method forms perception at the intuitive level, facilitates understanding of the interlocutor as unites such language structures as grammar, vocabulary with extra language factors for expression of impressions, opinions by means of thinking in the defined cultural field. From a position of new methodological approach reorientation in the learning of a foreign language is carried out. Foreign-language education acts as the purposes. The communicative sphere, namely speech subject, drawing up the standard situations providing achievement of social and sufficient level of foreign-language training and transition to the professional and focused foreign-language communication becomes a basis of a level model of foreign-language education. It is necessary to remember that the lesson has all properties of the general process of training. It is a difficult complex of educational tasks [2, 44]. Considering all models of the communicative sphere, we will allocate three types of lessons: - lessons of formation of speech skills through mastering language units. Lessons of improvement of speech skills are directed to application of speech means in different types of activity. Lessons of development of speech abilities it is the combined lessons [3, 277]. Let's consider stable and variable components of a lesson. The basic purpose of the beginingof a lesson is to prepare students for a class. At this stage of a lesson, teachers formulate the purpose and it is offered to solve a number of problems for its achievement. Usually the teacher writes down date and a topic of the lesson on the blackboard.

We will suppose, the theme of the lesson: Sequence of Tenses. Indirect Speech. It is a grammatical theme. The active grammatical minimum is the grammatical phenomena which students have to use in the course of speaking and written speach [1, 53]. According to E. Solovova difficulties arise when determining value and the use of this or that grammatical phenomenon as at an explanation they seldom coordinate with the speech functions peculiar to this grammatical structure. Proceeding from a theme, the teacher builds the introductory conversation so that the atmosphere of communication became confidential, and there was a transition to the main part of a lesson. Brainstorming is an effective type of speech activity. As while studying the Sequence of Tenses. Indirect Speech it is necessary to know three forms of verbs, the teacher suggests to name the second and third forms of Irregular verbs. Studying of the table of irregular verbs of English was the homework. During this kind of activity the teacher works certain phonetic skills of the speech, for example: to arise, to bite, to buy, to drive. At the same time, the teacher checks homework, reveals the students who are at a loss with answers. And also Brainstorming acts as pre-reading.

An explanation of a new grammatical theme is the central part of a lesson. Upon transition to the central part of a lesson it is necessary to remember a lingvo social cultural method. In spite of the fact that the theme of the lesson is grammatical one, I suggest students to read the text "*He said I was a good sportsman*", to name verbs and their forms, to translate and analyze the translation and grammatical constructions. We suggest examining a small example from the text.

He said that sport played a big role in our life. My friends told me that many people did sport in our country and they wanted to stay healthy. My brother said sport was a good mean of struggling with stress. He asked Arman to give him the ball. He asked John if he played football. John asked Nick where he had been.

The grammatical structure is the generalized designation of invariant features of the grammatical phenomenon [1, 53]. Only after students have revealed all parties of the grammatical rule have drawn conclusions on structure and meaning of the model, the teacher sums up the result and in a short form explains already "not new material". In the text lexical material is fulfilled, the grammar is fixed. As a result of an explanation pupils acquire knowledge of language units and rules of their using in the speech [3, 279]. When performing this kind of activity, the teacher can use all modern supportive applications, such as: multimedia equipment, video and audio records.

Performing grammatical exercises. The most responsible part of a lesson is a fixing of new material. Training, imitation, substitution, transformational exercises are used for fixing of new material. It is very important to be able to arrange exercises so that each previous exercise was a support for performance of the subsequent [2, 63]. While performing different types of exercises there is an automation of a grammatical form. In this exercise the students are suggested to substitute verbs or a necessary basic word stock, to form the direct speech, and then, to transform the direct speech into indirect one.

Sport ___a big role in our life. Many people____ sport in our country. They____ to stay healthy. Sport __ a good mean of struggling with stress.

As tasks have 3rd-level complexity, teachers offer more complicated forms of a task.

For example:

….. ___a big role in our life. Many …..____ sport in our country. They____ to stay healthy. …. __ a good mean of struggling with stress.

Or: ….. ___a big role in our ---. Many …..____ sport in our ----. They____ to stay healthy. …. __ a good mean of struggling with ----.

It is well-known that any knowledge gained in the course of training doesn't give a full picture of digestion of material without practice. Practice helps to achieve using of the acquired material in various situations. For this purpose it is necessary to apply speech exercises such as: reactive (question-answer, conditional conversation); situational (description of a situation); a role-playing game (collective educational activity); retelling (training in audition and speaking); debatable (reflection of interests of students).

In the course of all stages of a lesson, the teacher needs to pay attention to activity of students in educational process, namely: whether everything students are included to the same extent in training process; whether individual abilities of the student have been considered; whether the independence and creative approach of the student is encouraged with the teacher; whether students have been motivated studying of this theme.

The finishing part of a lesson includes summing up, control, job evaluation, and a home task [3,286].

So, summing up the result, we may say, that the efficiency of a lesson depends on professionalism of the teacher whose main task is stimulation of students to speak a foreign language more, to automate action for the choice of the grammatical phenomenon and to make out a speech statement correctly. The grammatical skill is an integral part of any speech ability: reading, audition, speaking and writing. The understanding of a role of each lesson in a series of lessons on the theme is capable to optimize considerably all process of training, to make it more purposeful and consecutive [2, 67]. The final level of assimilation is the score on the exam. Apparently, the main role in informative process is played by the student himself, the future expert. The ability to self-improvement is the continuous need for education preventing aging of knowledge and lag of the expert from technical progress, and introduction of progressive forms of the organization of educational process and active methods of training will allow reaching the level of training of the experts conforming to modern requirements of the quality.

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PECULIARITIES OF AMERICAN ADVERTISEMENTS

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America is the founder of modern advertising. The American advertising emphasizes usefulness and functionality of goods, proving need of their purchasing.The article examines the peculiarities of American advertisements that a woman represents as the main character. Today, the American advertising endures change of cultural priorities – from "literary culture" to "visual culture". The main target of all efforts under sales promotion is a woman. Thewoman in the American advertising text is a sign of value of these or those goods increasing its importance and properties. The article has classified the female image into four groups: «a woman–family keeper», «a woman – mother», «a woman – temptress», «a woman – comical situation». This article states that American advertisement has all features of the convincing discourse. Fundamental method in the American advertisement is an emphasis of positive features that reflects such lines of the American national character as optimism, belief in own capacities, an opportunity to change a situation to the best

Key words: American advertisements, a woman–family keeper, a woman – mother, a woman – temptress, a woman – comical situation.

ОСОБЕННОСТИ АМЕРИКАНСКОЙ РЕКЛАМЫ

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Америка на сегодняшний день считается основателем современной рекламы. Американская реклама подчеркивает функциональность и полезность товаров, доказывая необходимость их покупки.
В статье рассматриваются особенности американской рекламы, в которой женщина играет главную роль. Сегодня американская реклама переносит изменения культурных приоритетов - от «литературной культуры» до «визуальной культуры». Основным центром продвижения товаров является женщина. Женщина в американском рекламном тексте является знаком ценности тех или иных товаров, повышая их важность и свойства. В статье женский образ

классифицирован на четыре группы: женщина- хранительница очага, женщина - мать, женщина - соблазнительница, женщина – как персонаж комической ситуации.

В настоящей статье говорится, о том что американская реклама имеет все особенности убедительного дискурса. Фундаментальный метод в американской рекламе - это акцент позитивных особенностей, отражающих такие черты американского национального характера как оптимизм, вера в собственные способности, возможность изменить ситуацию в лучшую сторону.

Ключевые слова: Американская реклама, «женщина-хранительница очага», «женщина-мать», «женщина – соблазнительница», «женщина – как персонаж комической ситуации».

АМЕРИКАЛЫҚ ЖАРНАМАЛАРДЫҢ ЕРЕКШЕЛІКТЕРІ

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Бүгінгі таңда Америка заманауи жарнаманың негізін қалаушы болып саналады. Американдық жарнама тауардың функционалдығын және пайдалылығын көрсете отырып, оларды сатып алудың қажеттілігін тағы да бір мәрте дәлелдейді.

Мақалада американдық жарнаманың ерекшеліктерінде әйел маңызды рөл атқаратыны қарастырылған. Бүгінде американдық жаранамада мәдени өзгерістер басымдылықтары «әдеби мәдениеттен» «көрнекі мәдениетке» көшірілген. Әйел жарнамада негізгі тауарды өткізу орталығы болып отыр. Американдық жарнама мәтінінде әйел түрлі тауарлардың құндылық белгісі ретінде олардың маңыздылығы мен қасиеттерін арттырады. Мақалада әйел бейнесі 4 топқа жіктеліп көрсетілген; «әйел-ошақ қасы», «әйел-ана», «хас сұлу әйел» және «комедиялық әйел бейнесі».

Берілген мақалада американдық жаранма сендіру дискурсының барлық түрі мен ерекшеліктерін қолданғанын айтады. Американдық жарнамада – американдық сипаттағы оптимизм, өз ерекшеліктеріне деген сенім, жағдайды жақсы жаққа өзгерту осылардың барлығы фундаментальді әдіс болып табылады.

Түйінді сөздер: Американдық жарнама, «әйел-ошақ қасы», «әйел-ана», «хас сұлу әйел» және «комедиялық әйел бейнесі».

Advertising is an integral part of life of Americans. It accompanies their life everywhere and constantly. Targeted by producers and distributors of products such as food and drinks. For advertisers, the main target of all efforts under sales promotion is women. To understand the women's market, an agency uses magazines and periodicals targeting the inner world of the woman's personality.

Today, the American advertising endures change of cultural priorities – from "literary culture" to "visual culture".

The woman in the American advertising text is a sign of value of these or those goods increasing its importance and properties.

Having reviewed examples of the American advertising, we have allocated the following features:

Female image:

- Mother's image which in advertising messages is allocated with boundless abilities to love, self-sacrifice and protection is close to this image, and also symbolizes natural wisdom. This type is depicted as wise mothers and grandmothers who feed the kids with dairy products, wholesome porridges and so forth. The majority of such advertising plots present children near a woman, the atmosphere of the house, a cosiness, caress, credibility, care thereby is reproduced.
- a beautiful slender woman. She personifies a certain aesthetic level, which has certain signs of sexuality. A woman acts as a desired object, embodiment of erotic imaginations and dreams. Such application of an image is the most widespread in advertising.
- an image of love devotion, fidelity. It involves the manifestations of men's love to the wife as to the keeper of the family values. Advertising plots with this image contents reproduce a married couple. A man and a woman advertising a product present happy, radiating good feelings.
- an image of a woman, used in comical plots. Use in advertising of this image is not very often observed as demands perfect art taste and the bright, harmonious embodiment from its creators. This method has to be used very carefully not to insult women. Let's consider the first type of the woman's advertisement (mother's image).

HEINZ. PEANUT BUTTER.

Confidence.

When Grandmother was a little girl "her own self", she knew the Heinz label always meant the most delicious flavours. Then, when she grew up and children of her own come to ask her for something good to eat, she confidently turned to Heinz. Now that still another generation of hungry little folks has come to make *the same demands upon her, she still confidently turned to Heinz. For 57 years the Heinz label to her and millions of others has been a symbol of freshness, purity, cleanliness and flavour and utmost value for the money.*

This example contains a heading and a main text. A kind grandmother, having wise life experience is treating the granddaughter with sandwich and peanut butter. The advertising message is constructed in the form of a fairy tale which grandmothers tell children for the night. All advertising beginning with the image and finishing with the text is penetrated with warmth and care.HEINZ. PEANUT BUTTER in this fairy tale is the main character. The name of the product is emphasized with capital letters.

The next advertising represents a young mother embracing her child with love and represents the baby's nutrition NAN. The advertising represents the synthesis of the image and text conviction: the characteristic of a product contains detailed information on a product and its structure.

NAN 2 is a special treated formula helps easy digestive and designed to meet the nutritional needs of growing infants. It is specially made for new born babies (age for above 6 months). It contains enzymatically hydrolyzed whey protein (It helps for lean muscles and promotes the growth of lean tissue mass), Vegetable oils, Calcium Phosphate (It helps for especially bone formation and maintenance), Magnesium Chloride, Potassium Chloride (It is used to prevent or treat low blood levels and diarrhea), Niacinamide, Phylloquinone, ThiaminMononitrate, Antioxidant and vitamins & minerals. It helps to support your infant's digestive and immune system and perfect baby cereal products.

We see that the image is also confirmed with the convincing information. The text involves many scientific and medical words, used for better prove of healthy effect of the product. Such words as: "specially, especially" have the aim to point the unique character of the goods. It is an example of a main text.

The examples above contain a considerable amount of information, but very often the add messages have minimum of the text. The next example demonstrates that:

Nutrilon
Club of porridge lovers
Best for moms and kids!

This advertisement consists of a heading, a subheading and a slogan. It is highly emotional and a colloquial style is used in it: *best for moms and kids!*

The next example of add message is mixed: it contains a slogan, a subheading, a core text and a table with figures (comments).

The slogan is: *No breakfast is nutrition until somebody eats it".* It is followed by the core text:

To give your family a very smart start toward a good morning, every morning you have got to make breakfast as tempting as it can be. Kellogg's corn flakes has the taste your family loves."

Next is a sub heading: *A very smart start".* The message finishes with the table, containing the detailed information about ingredients of the porridge, table of nutrition facts, convincing by this the potential customer in necessity of purchasing such a healthy product.

Sexual images are the most numerous in the American advertising.

Most advertisers began to adjust the advertising campaigns to the interests of youth. America is obsessed with the idea to be young, strong and slender.

The Puritan ideal emphasizing importance of work and a well-deserved reward has ceased to touch youth, having given way to a pursuit of pleasure. Naturally, one of sources of receiving pleasure is the food and drinks.

Absolute majority of images have a mythological basis. It presents the myth which often creates an advertising plot, for example, the ideas of paradise, a fantastic country - Eden where all women are magically beautiful and the nature is magnificent. It can be shown in the following example. Main image of this advertising is a beautiful Eve in paradise, who is tempted by the serpent to taste the new Kellogg's porridge with fruit. Paradise apples in this case are enriched by other fruit. This example also contains minimum of text:

More fruit than before

It is very short and cannot be understood without context, but in combination with the picture it gives allusion to the Bible plot about Eve: before she had only one apple, but now she has more fruit than before. This is a perfect example of absolute symbiosis of word and image. It is an example of heading.

By the way, the Paradise idea is also found in the famous advertising of Bounty chocolate bar:

Bounty – Paradise delight!

The aim of this ad is just to make an emotional impression on the reader by means of a bright slogan. Paradise is associated with constant pleasures, luxury, and delight. The main word here is "Paradise" in a form of a noun.

The most popular drink of Americans – Coca-Cola was always represented on boards with sexual beauties. Even though in old American advertising when moralsof the society were stricter (in 1950's 60's), the sexual motive was used very actively[1,p.47].

They usually represent ladies in bathing suits and minimum of the text:

GOOD PAUSE.
Drink Coca-Cola in bottles.

This example includes a slogan and a sub-heading.

Next example:

Coca-Cola

YES

The aim of this message is just to remind the consumers about the product. There is no need to speak about qualities and taste, as this drink has already been very popular for many years. So, the producers use just imperative mood: *Drink Coca-Cola* or interjection: YES. Again: a heading and a subheading.

Sexual beauties on the beach are hurrying to satisfy thirst with cold Coca-Cola. Advertising messages of such type contain minimum text. Generally it is separate words or short simple slogans:

"*Have a Coke!";*

"Be refreshed!"

Again we observe only imperative mood, provoking the reader to drink the product:Sometimes in advertisement Coca-Cola is associated with big desire or perfect rest:

What I WANT – IS Coke!

Summer – as it should be!

These slogans stress the unique character of the product – only Cola can provide you with a good summer, Cola is more important than sexual desire...

Very often advertisers exploit in their messages, the desire of all women to look good.

The advertiser tries to convince the woman that these goods will help her to look as good as a model on a photo. There is an example:

It is a colourful picture showing a shore of a sea and a palm tree with a short text in the middle of it. A slim woman dressed in a swimming costume expresses a human's mostly women´s, desire to look good when wearing so little. Despite of all the images representing a perfect holiday, a white gown hung up on the palm tree seems odd. In this case the verbal text is needed for full understanding of the illustration. The advertised product with the brand name is displayed in the foregrounded lower right corner.Block language which is a foregrounding element in the field of advertising, is used in the heading:

"The Special K Challenge. As tested by scientists"

What is meant by "the special K challenge" is explained on the product box - it results in a slimmer waist. The white gown hanging on the palm tree, which seemed odd on the visual level, makes sense after reading the text, since it refers to the lady in the picture as to one of the scientists, who has tasted the Special K challenge and for whom ithas worked. The meaning of the advertisement is covered within the advertised text and it is just up to the reader to decode it.

The third group is a woman together with a man, representing love. It is the manifestations of men's love to the wife as to the keeper of the family values. Advertising plots with this type contents the image of a married couple. A man and a woman advertising the product are represented happy, radiating good feelings, being in love.

There is an example of advertising ice cream.

This illustration is full of passion. Although it is an advertisement of ice cream, the fundamental illustration presents a couple in loves. It is understood that the enjoyment from eating ice cream is equal to the enjoyment from physical touching. The couple is shaded in grey, whereas the pot of ice cream is emphasized by gold/red colour. It also may indicate to personal imagination what can come to person's mind when consuming excellent, tasteful ice cream. Or it may evoke an association when ice cream that tastes the best. The illustration is accompanied by a short text just below it.

This text contains an implicit reference to love. The word *love* is not mentioned explicitly - it is substituted by the brand name. The clue to the substituted word is obvious from the phrase *"Fall deeply in HD".* This phrase is an allusion to an idiomatic expression *"fall in love"*. The illustration likewise supports the association with the idea of love. Love does not only mean a physical act, but it also represents an emotional feeling that does not necessarily happen just between people. In this sense the HD ice cream is put in the same position on the emotional scale as love. This is an example of a bright slogan.

The next example is a portraying a lovely and touching advertising of beer with the image of married couple. The husband is hugging gently his wife when he comes home and sees that she has spent the whole day by cooking. In this case beer isn't presented as an alcoholic drink which makes a person to get into troubles. Here it is considered as a drink which can be quietly drunk at home next to the wife.The text of advertising contains humour:

"Don't worry, darling, you didn't burn the beer"

But it can be understood as very condescending and sexist in the modern era. It doesn't look like a slogan, it is just a part of the dialogue of a married couple. It could be classified as a comment.

The next advertising illustrating lovers represents quite a different approach. Campari's advertising represents a couple in bed, however this bed is in a fantasy landscape: among the clouds. It is not specifically a married quiet couple, as in the previous advertising, but could be passionate lovers whose desire is kindled by means of Campari. The advertising text sounds as if constrains this desire and warns:

Drink with moderation, style and charm.

The choice of words gives some rhythm to the main text.

One more advertising of Campari is more informative. Except the short slogan:

Campari. Red passion,

It offers recipes for preparation of cocktails with this alcoholic drink on the right side of the page, containing the add. The reader could be very curious to save this page and try to prepare the cocktails.

And at last, the most interesting group is the image of women in advertising with humour. According to the American marketing specialists, 10-30% of the advertising market of the United States are the share of comical advertising. Such indicators undertake with an ulterior motive, and are based on researches of psychologists who claim that the humour is a serious "selling" factor [2,p.128].

After viewing comical advertising consumers spend money more easily, scientists explain this phenomenon with emission in blood of the endorphins which are produced during laughter[3,p.22].

However, the humour in advertising should be used carefully: there is a mass of things in which it is bad to laugh and it is even dangerous. Money, property, life and death these definitions are not the most successful objects for jokes. The humour is terrible for advertising of financial instruments, the real estate, drugs and funeral services. Female images also should be handled with care not to offend this audience.

This advertising presents “Skinnycow” company. This company is extraordinary for its production of rich and creamy ice cream that is low in fat and does not contain sugar. The funny moment is – the title “Skinny cow”, the picture of the cow, looking very much alike a woman and a partial image of the woman’s body in dress.

Jammy cow” - all that gorgeously smooth ice cool pineapple, orange and mango with swirly tropical sauce

What shouts at the reader is the main text its type size and colour. The red ink with a pink shade makes association with the pictured dress. The advert continues with a kind of a body copy written in an original personal handwriting typeface. Qualities of the advertised product are stressed by capitalisation within the text. The style of the body copy is not that of a letter, but it reminds us of a kind of a secret note between schoolmates. The name of the product *Smooothies* is written with an extra *”o”,* which is an excellent example of onomatopoeia, where the part of the word imitates the sound of cows /mu:/

The great power, of this advertisement lies in the ambiguous word *cow*. On the one hand, it denotes an animal that is the mascot of the company, on the other, when referring to a woman, it carries a negative connotative. It is that second meaning that makes the advertisement so extraordinary and noticeable, since women person is not mentioned directly. The only clue is the pronoun *she*, that may also refer to the animal. It is the reader´s inference and the illustration that contribute a great deal to the interpretation of the message.

An advertisement of the fish sauce “Béarnaise and Ravigote” presents a mermaid, lying on the rocks, beautiful in body and a face that has eaten her own fin, as the temptation was very big. The slogan:

“Delicious on fish”

could be understood in this situation as a hint about the dress that could be put on the body of a mermaid. But the sauce was put on her and she ate her fin with pleasure. As we see – this slogan has two meanings.

America is the founder of modern advertising therefore it is only possible to specify as its features as rational, logical and traditional following the advertising canons. The American advertising emphasizes usefulness and functionality of goods, proving need of their purchasing.At the beginning of the part we have classified the female image into four groups:

- A woman–family keeper;
- A woman – mother;
- A woman – temptress;
- A woman – comical situation.

The most exploited image in American advertisement is “a woman-temptress” – sexual lady, presenting different goods.

The results have distributed as follows (total 42items):

A woman – mother	A woman -family keeper	A woman – temptress	A woman – comical situation
3	9	26	4

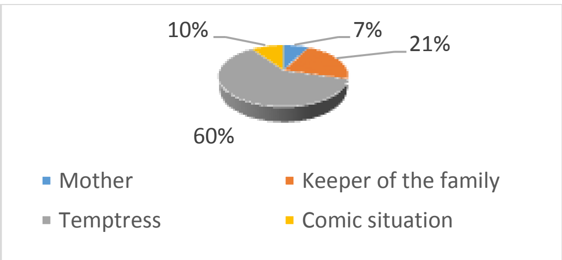

Figure 1.Social images reflecting the national character of American advertisements

American advertisement texts were analyzed from the positions of interaction of language and culture. As the main goal of any advertisement is to convince the potential consumer to buy goods or to use services, we can make a conclusion that American advertisement has all features of the convincing discourse.

The argument in advertisement message can use as reasonable basis and appealing irrational structures of thinking - to emotions, stereotypes.

Many advertisement messages appealing to emotions of potential consumers use irrational structures of thinking. It allows advertising to manipulate public consciousness. Fundamental method in the American advertisement is an emphasis of positive features that reflects such lines of the American national character as optimism, belief in own capacities, an opportunity to change a situation to the best.

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ВОЗМОЖНОСТИ СОВРЕМЕННЫХ ИНФОРМАЦИОННО – КОММУНИКАЦИОННЫХ ТЕХНОЛОГИЙ НА УРОКАХ ИНОСТРАННОГО ЯЗЫКА

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В данной статье предпринята попытка раскрыть основные причины использования ИКТ на уроках иностранного языка. Работа имеет междисциплинарный характер, написана на стыке иностранного языка и информатики. В работе проанализированы наиболее часто используемые элементы современных информационных технологий в учебном процессе. Выявлена и обоснована необходимость совместного использования механизмов, способов и алгоритмов обработки информации, что позволяет получить как можно больше информации за меньшее время, таким образом, формирует у обучающихся умение самостоятельно находить нужную информацию, повышает интерес к изучаемому языку. На основе проведенного исследования автором дается определение современным информационным и коммуникационным технологиям, формулируются их основные характеристики. Большое внимание в работе уделено урокам с использованием современных технологий, которые играют важную роль в развитии современного образования.

Показано, что ИКТ дают возможность развития не только познавательной, но и творческой активности обучающихся. В заключении автор приходит к выводу, что внедрение информационных технологий в образовательный процесс – это требование, предъявляемое к современному учителю, призванному сделать все возможное для модернизации образования и реализации социального заказа.

Ключевые слова: информационно – коммуникационные технологии, информатизация образования, обучающие программы, проблемное задание, критическое мышление.

ШЕТЕЛ ТІЛ САБАҚТАРЫНДАҒЫ ҚАЗІРГІ АҚПАРАТТЫҚ-КОММУНИКАЦИЯ ТЕХНОЛОГИЯЛАРЫНЫҢ МҮМКІНДІКТЕРІ

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Мақалада шетел тіл сабақтарындағы ақпараттық-коммуникация технологияларын қолданудың негізгі амалдарын қарастырудың әрекеттері қарастырылған. Берілген жұмыста бірнеше пәндердің тоғысуы кездеседі, яғни олар: ағылшын және информатика пәндері. Мақала оқу үрдісіндегі ақпараттық –технологиялардың ең жиі пайдаланатын элементтерін саралайды. Бірлесіп пайдаланудың қажетті механизмдері анықталып негізделді, әсіресе ақпарат алгоритімдерін өңдеу болып табылады. Бұл әдісте аз уақыттың ішінде көп ақпарат алуға мүмкіндік береді, осыған орай білім алушылар өздігінен білім алу ынтасын қалыптастырады және пәнге деген қызығушылығын арттырады. Жүргізілген зерттеулердің негізінде автор заманауи ақпараттық және коммуникациялық технологияларға, тұжырымдамаларға және олардың негізгі сипаттамаларына анықтама береді. Берілген жұмыс қазіргі заманғы технологияларды сабақта пайдалануға көп көңіл бөліп отыр, осының негізінде қазіргі заманғы білім беру саласында маңызды рөл атқаруда. Көрсетілгендей, ақпараттық –коммуникация технологиялары тек қана білім алушылардың ой-өрісін дамытып қоймай, сонымен қатар шығармашылық белсенділіктерін де арттырады. Мақаланың қорытындысында автор мынадай тұжырымға келеді : ақпараттық технологиядарды білім беру процесіне енгізу бұл-заманауи оқытушыға қойылатын талап, білім беру мүмкіндіктерін жаңғырту үндеуі және әлеуметтік тапсырысты іске асыру.

Түйінді сөздер: ақпараттық-коммуникация технологиялары, білім беру жүйесіндегі ақпараттандыру, оқу бағдарламалары, проблемалық тапсырмалар, сын-тұрғысынан ойлау.

POSSIBILITIES OF MODERN INFORMATION AND COMMUNICATION TECHNOLOGIES IN FOREIGN LANGUAGE LESSONS

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This article attempts to uncover the main reasons for the use of ICT in foreign language lessons. The work has interdisciplinary character, written at the turn of the foreign language and Informatics. The paper analyzes commonly used features of modern information technologies in the educational process. The necessity of joint use of mechanisms, methods and algorithms of information processing is revealed and justified, which allows to obtain as much information as possible in less time, thus, it forms the ability of learners to independently find the necessary information, increases interest in the studied language. On the basis of this study the author defines modern information and communication technologies, formulates their main characteristics. Great attention is paid to lessons using modern technologies, which play an important role in the development of modern education. It is shown that ICTs allow the development of not only cognitive, but also creative activity of students. The author comes to the conclusion that the introduction of information technologies in the educational process is a requirement for modern teacher, whose aim is to do everything possible for the modernization of education and implementation of social order.

Key words: information and communication technologies, information of education, training programs, problem assignment, critical thinking.

Конец XX и начало XXI века характеризуются в современной истории человечества как эпоха информационного общества. В современном мире ускорения научно-технического прогресса, когда владение необходимой информацией становится важнейшим инструментом в любой сфере человеческой деятельности. Главная задача всех образовательных учреждений – научить подрастающее поколение жить в информационном мире [1, с.11].

Одним из наиболее приоритетных направлений данного процесса в современном обществе является информатизация образования — процесс, который обеспечивает сферы образования методологией, практикой разработки и оптимального использования современных или, как их принято называть, новых информационных коммуникативных технологий, направленных на реализацию психолого-педагогических целей обучения и воспитания [2, с.5].

Как известно, в 2007 году Казахстан вступил в реализацию культурного проекта «Триединство языков», цель которого заключается в преобразовании нашей страны в высокообразованное государство, население которого свободно владеет тремя языками. По словам Президента РК триединство возглавляют следующие языки: казахский язык – государственный язык, русский язык – как язык межнационального общения и английский язык – язык успешной интеграции в глобальную экономику. Иными словами, идею триединства выражает простая и понятная формула: развиваем государственный язык, поддерживаем русский и изучаем английский [3].

Учителя иностранного языка оказались перед сложной проблемой: при постоянном сокращении учебного времени из-за введения профильного обучения в школах, не имеющих филологических профилей, и наблюдаемом падении интереса учащихся к обучению необходимо сохранить высокий уровень преподавания предмета. Поэтому важнейшим инструментом, способным помочь учителю, являются современные информационно-коммуникационные технологии.

Следует пояснить, что подразумевают под собой современные информационные и коммуникационные технологии. ИКТ – это абстрагирующее понятие, которое описывает различные устройства, механизмы, способы, алгоритмы обработки информации. Важнейшим современным устройством ИКТ является, несомненно, компьютер, снабженный соответствующим программным обеспечением и средствами телекоммуникаций в комплекте с размещенной на них информацией [4, с.19].

Уроки с использованием современных технологий играют значимую роль в развитии современного образования, которые являются одним из эффективных способов повышения мотивации и индивидуализации обучения. Учащиеся довольно быстро активизируют свою работу на уроках, проявляя истинный интерес к изучаемому языку. Важно отметить широту диапазона использования компьютера – объяснение нового материала, закрепление пройденного материала, выполнение тренировочных заданий, тестирование и т.д. Более того, современные ИКТ позволяют создавать учителям собственные языковые обучающие программы различной степени сложности, не имея особых навыков программирования.

Основные характеристики применения современных информационных технологий – возможность дифференциации, индивидуализации обучения, возможность развития не только познавательной, но и творческой активности обучающихся [5, с. 26]. Использование ИКТ расширяет кругозор обучаемых, активизирует их познавательную деятельность, позволяет получить как можно больше информации за меньшее время, формирует у обучающихся умение самостоятельно находить нужную информацию, повышает интерес к предмету, что положительно влияет на качество знаний [6, с.29].

Под современными технологиями подразумеваются не только современное техническое оборудование, но и новые методы, формы преподавания, также новые подходы к процессу обучения [7, с.5].

Наиболее часто используемыми элементами современных информационных технологий в учебном процессе являются:

- ✓ электронные учебники и пособия, демонстрируемые с помощью компьютера и мультимедийного проектора;
- ✓ интерактивные доски;
- ✓ программное обеспечение ActivInspire;
- ✓ электронные энциклопедии и справочники;
- ✓ тренажеры и программы тестирования;
- ✓ образовательные ресурсы Интернета;
- ✓ DVD и CD диски с картинами и иллюстрациями;
- ✓ видео – и аудио – техника;
- ✓ интерактивные карты и атласы;
- ✓ интерактивные конференции и конкурсы;
- ✓ научно-исследовательские работы и проекты;
- ✓ дистанционное обучение [8, с.19].

Из приведенного списка к наиболее эффективным технологиям на уроках английского языка можно отнести Интернет- ресурсы, возможности которых очень велики. Более того, Интернет-ресурсы решают целый ряд дидактических задач:

- ➢ совершенствуют умения письменной речи студентов;
- ➢ формируют навыки и умения чтения с помощью материалов глобальной сети;
- ➢ совершенствуют умения аудирования на основе аутентичных звуковых текстов в сети;
- ➢ совершенствуют умения монологического и диалогического высказывания на основе проблемного обсуждения материалов сети;
- ➢ пополняют активный и пассивный словарный запас лексикой современного иностранного языка;

- формируют у учащихся устойчивую мотивацию к изучению иностранного языка [9].

При разработке уроков можно прибегнуть к помощи следующих Интернет- ресурсов, работа с которыми не вызывает никаких затруднений. Сами уроки при этом становятся более интересными, познавательными, активизирующие эффективную работу учащихся и дающие основу прочным знаниям. Так как подача материала происходит в нетрадиционной форме.

Стоит отметить довольно интересный ресурс – **www.tagul.com**/ (www.wordle.com), который дает возможность генерации «облака слов». Генерировать слова можно непосредственно с нужного сайта, либо текста, или ввода слов вручную. Данные сайты ориентированы в первую очередь на лексический аспект языка. Ресурсы можно использовать в качестве наглядного материала, самостоятельной работы учащихся дома или на уроке. С использованием Tagul возможна как индивидуальная, так и групповая форма работы. Преимущество данного ресурса заключается в том, что при подаче нового лексического материала или контроле знаний учителя затрачивают меньше времени, чем при традиционной форме работы на уроке.

Известен тот факт, что программа по созданию презентаций Power Point уже устарела, и на ее смену приходят все более модернизированные и увлекающие программы по созданию современных презентаций. Не затрачивая много усилий и не обладая специальными навыками программирования можно создать демонстрацию учебного материала с большим количеством возможностей. Наиболее популярным сайтом по созданию презентаций является – www.prezi.com. Prezi.com- это сайт, который предлагает как учителям, так и учащимся создавать собственные интерактивные презентации онлайн. Возможности Prezi позволяют подписчикам создавать совершенно нового вида презентации с нелинейной структурой. Преимущество программы заключается в легкости ее демонстрации, так как вся презентация будет заключаться в одной картинке, но каждый элемент в презентации может быть акцентирован для более детального изучения определенного материала. Данный ресурс также предоставляет возможность создавать 3D презентации, которые повышают запоминаемость и восприимчивость представленного материала в несколько раз, так как все новое и необычное привлекают наибольший интерес у учащихся в образовательном процессе. Применительно к английскому языку данная технология может быть использована на всех этапах урока в виде введения или закрепления различных грамматических, а также лексических тем, в виде развития навыков говорения, письма и аудирования, в виде контроля знаний или в качестве домашнего задания. Такие занятия не только активизируют работу на уроке всех учащихся, но и повышают мотивацию к дальнейшему глубокому изучению английского языка.

Следующий Интернет-ресурс – это http://www.biteslide.com/. В этой программе предоставляется много возможностей для того чтобы сделать урок более интересным и красочным. Можно создать различные коллажи, фото альбомы, портфолио и постеры. В каждом альбоме имеются разнообразные фоны, рамки, стикеры, значки, стрелочки для оформления. На слайд можно располагать изображения, текст, видео, которые можно скачать напрямую с YouTube и Google. Указанный ресурс можно использовать, как раздаточный материал, который может быть заготовлен и распечатан для всех учеников, или как наглядный материал, выведенный на интерактивную доску (компьютер). Часто при объяснении нового грамматического материала учителя используют различные постеры с правилами и временными выражениями. Данная программа отлично подходит для создания таких коллажей в цветном виде. Преимущество программы заключается в том, что красочное наглядное пособие привлекает внимание обучающихся, вызывая интерес к происходящему образовательному процессу.

Интернет-ресурс **http://www.zunal.com/-** это современная технология, которая основывается на проектном методе обучения, включая в себя поисковую деятельность учащихся с применением новых ИКТ. WebQuest – это проблемное задание, для выполнения которого необходимы информационные Интернет-ресурсы, использование которых направленны исключительно в образовательных целях. Эффективность использования веб-квеста заключается в развитии навыка творческого и аналитического мышления на стадии анализа, обобщения и оценки информации, пополнения словарного запаса, в развитии умений самостоятельно приобретать знания, что и требует современное образование XXI столетия. Веб-квест является новым средством использования ИКТ в целях создания урока ориентированного на студентов, вовлеченных в учебный процесс и поощряющим их критическое мышление.

Внедрение информационных технологий в образовательный процесс – это требование, предъявляемое к современному учителю, призванному сделать все возможное для модернизации образования и реализации социального заказа. Однако всегда следует помнить о том, что при использовании информационно-коммуникационных технологий нужно быть очень аккуратным, чтобы за зрелищностью не ушли на второй план суть материала, его научность.

Следует помнить о том, что как бы мы не компьютеризировали урок, ничто не заменит живого и интересного рассказа учителя. Компьютер следует рассматривать как средство, инструмент, дополнительную возможность в руках учителя организовать учебный процесс, чтобы обучающимся было интересно на уроке, чтобы они активно принимали в нем участие, чтобы были достигнуты те цели и задачи, которые ставит учитель, начиная урок.

Использование информационно-коммуникационных технологий на уроках иностранного языка способствует повышению мотивации обучающихся и активизации их речемыслительной деятельности, эффективному усвоению учебного материала, формированию целостной системы знаний, позволяет увеличить темп работы на уроке без ущерба для усвоения знаний учащимися. Для эффективного использования ИКТ не требуется многолетней дополнительной подготовки. Эти технологии открывают широкие возможности преподавателям, которые ищут в данных технологиях дополнительные средства для решения своих профессиональных задач.

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РАЗВИТИЕ КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ У БУДУЩИХ СПЕЦИАЛИСТОВ ГУМАНИТАРНОГО ПРОФИЛЯ В ИНОЯЗЫЧНОЙ СРЕДЕ

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Статья посвящена проблеме развития коммуникативной компетентности у специалистов гуманитарного профиля. Развитие у будущих специалистов гуманитарного профиля умений общаться в иноязычной среде требует совершенствования системы языковой подготовки в неязыковом вузе: разработки новых методов и форм обучения, поиска технологий организации учебного процесса, адекватных современным требованиям. Одним из закономерных путей повышения эффективности профессиональной деятельности современных специалистов является развитие у них иноязычной коммуникативной компетентности в процессе профессиональной подготовки.

Раскрывается сущность понятий «компетентность», «коммуникативная компетентнос ть». Компетентность, как обладание человеком соответствующей компетенцией, включающей его личностное отношение к ней, в определении, данном А.В. Хуторским, принято за основу. В то же время авторы статьи придерживаются определения коммуникативной компетенции, как это демонстрируемая область успешной коммуникативной деятельности , в определении, данном Р.П. Мильруд.

Рассмотрены подходы к выделению компонентов коммуникативной компетентности в трудах зарубежных и российских лингводидактов. Оптимальным представляется включение лингвистического, социолингвистического, социокультурного, дискурсивного, стратегического компонентов коммуникативной компетенции.

Сделан вывод о возможности развития коммуникативной компетентности у будущих специалистов с помощью новых методов и форм обучения. Акцентируется внимание на поиск эффективных технологий организации учебного процесса.

Ключевые слова: компетентность, коммуникативная компетентность, компоненты коммуникативной компетентности

THE DEVELOPMENT OF COMMUNICATIVE COMPETENCE AMONG FUTURE SPECIALISTS OF THE HUMANITARIAN SECTION IN A FOREIGN LANGUAGE ENVIRONMENT

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The article is devoted to the problem of development of communicative competence among humanitarian specialists. The development of the skills of future specialists in the humanitarian section of communicating in a foreign environment requires the improvement of the language training system in a non-linguistic university: the development of new methods and forms of teaching, the search for technologies of organizing the educational process that are adequate to modern requirements. One of the natural ways to increase the effectiveness of the modern specialists' professional activities is the development of their foreign language competence in the process of professional training.

The essence of the concepts "competence", "communicative competence" is revealed. Competence, as the possession of a person with the appropriate competence, including his personal relation to it, in the definition given by A.V. Khutorsky, is accepted as a basis. At the same time, the authors of the article adhere to the definition of communicative competence, as is the demonstrated area of successful communicative activity, in the definition given by R.P. Milrud.

Approaches to distinguishing the components of communicative competence in the works of foreign and Russian linguodidacts are considered. The inclusion of linguistic, sociolinguistic, sociocultural, discursive, strategic components of communicative competence is optimal.

The conclusion is made about the possibility of developing the communicative competence of future specialists with the help of new methods and forms of training. Attention is focused on the search for effective technologies of organizing the educational process.

Key words: competence, communicative competence, components of communicative competence

ШЕТ ТІЛДІ ОРТАДА ӘЛЕУМЕТТІК БАҒДАРДАҒЫ БОЛАШАҚ МАМАНДАРДЫҢ КОММУНИКАТИВТІК ҚҰЗЫРЕТТІЛІГІНІҢ ДАМУЫ

Омарова ЗК – А.Байтұрсынов атындағы Қостанай мемлекеттік университетінің аға оқытушысы, Қостанай қаласы

Мақалада гуманитарлық бағыттағы мамандар арасында коммуникативтік құзыреттілікті дамыту мәселесі талқыланды. Гуманитарлық бағыттағы болашақ мамандардың шет тілдік ортада қарым-қатынас жасау дағдыларын дамыту лингвистикалық емес университетте тілдерді оқыту жүйесін жетілдіруді талап етеді: оқытудың жаңа әдістерін және түрлерін дамыту, заманауи талаптарға сай оқу процесін ұйымдастыруға арналған технологияларды іздеу. Заманауи мамандардың кәсіби қызметінің тиімділігін арттырудың табиғи әдістерінің бірі кәсіби оқыту үдерісінде олардың шет тілдік құзыреттілігін дамыту болып табылады.

«Құзыреттілік», «Коммуникативтік құзыреттілік» ұғымдарының мәні анықталады. Құзыреттілік, оның жеке көзқарасын қоса, адамның тиісті құзыретті иеленуі, А.В. Хуторскийдің берген анықтамасында негіз ретінде қабылданды. Сонымен қатар, мақаланың авторлары коммуникативтік құзыреттілік анықтамасын ұстанып отырады, Р. П. Мильруд анықтамасында табысты коммуникативтік қызметтің көрсетілетін саласы болып табылады.

Шетелдік және ресейлік лингводидакттардың еңбектерінде коммуникативтік құзыреттілік құрам-бөліктерін ажырату тәсілдері қарастырылады. Коммуникативтік құзыреттіліктің тілдік, социолингвистикалық, әлеуметтік-мәдени, дискурстық, стратегиялық құрам-бөліктерін қосу оңтайлы болып ұсынылады.

Болашақ мамандардың коммуникативтік құзыреттілігін оқытудың жаңа әдістері мен түрлері арқылы дамыту мүмкіндіктері туралы қорытынды жасалды. Оқу үрдісін ұйымдастырудың тиімді технологияларын іздестіруге назар аударылады.

Түйінді сөздер: құзыреттілік, коммуникативтік құзыреттілік, коммуникативтік құзыреттілік құрам-бөліктері

ЖООдағы кәсіптік оқыту тұтас педагогикалық жүйе болып табылады. Тұтастық, ең алдымен, жүйенің даму деңгейін, оның компоненттерінің ішкі байланысын, олардың үйлесімді өзара әрекетін және дамуын білдіреді. Шет тілін оқыту - студенттердің шет тілдік коммуникативтік құзыреттілікті қалыптастыруға бағытталған педагогикалық процесс. [1, 1бет]

Коммуникативтік құзыреттілікті дамыту проблемасын қарастырмас бұрын, бұл ұғымды түсіндіру қажет. Ғылыми әдебиетті зерттеу коммуникативті құзыреттіліктің құрамы туралы көптеген теория мен нұсқаулар бар екенін көрсетеді. Отандық ғалымдардың зерттеулері: И.А. Зимняя, Р.П. Милруда, А.В. Хуторский және басқалар [10], И.А. Зимняя[10] «құзырет» және «құзыреттілік» терминдерінің бірдей еместігін тұжырымдап, бұл ұғымдарды ажыратады.

А.В. Хуторской [12] құзыретті студенттің білім алуға дайындығы үшін алдын-ала талап (норма) ретінде, ал құзыреттілікті оның қалыптасқан жеке қасиеті мен қызметке қатысты ең аз тәжірибесі ретінде анықтайды. Ғалымның пікірі бойынша, құзыреттілік – адамның тиісті құзыреттілікке ие болуы және оған деген жеке көзқарасы. Р.П. Мильруд [11] коммуникативті құзыреттілікті коммуникативтік қызметтің табысты болуын қамтамасыз ететін интегративті жеке ресурс деп санайды. Коммуникативті құзырет - тілдік дағдылар мен сөйлеу дағдыларын қолдайтын ауызша қарым-қатынас құралдарының негізінде табысты коммуникативтік қызметтің көрсетілетін саласы.

«Коммуникативтік құзырет» термині лингвистикалық (тілдік құзырет) туралы американдық лингвист Н. Хомскийдің (N. Chomsky) идеясы негізінде пайда болды. Дегенмен, “langue” деп атаған жүйе ретінде тіл мен сөйлеудің (“parole”) айырмашылығын анықтаған алғашқы лингвист Фердинанд де Соссюр (Ferdinand de Saussure) болды. Соссюр бойынша, жүйе тек қана меңгеруге болатын тілді білдіреді, ал сөйлеу әрекеті белгілі бір сөйлеп тұрған адамның өнімі болып табылады [2].

Н.Хомский тілдік (сөздің кең мағынасында) құзыретті « ерте балалық шақтан дамып келе жатқан және басқа да факторлармен өзара әрекеттесу кезінде ... мінез-құлық түрлерін анықтайтын интеллектуалды қабілеттер жүйесі, білім мен наным-сенімдер жүйесі» [3, 12 бет] деп анықтаған.

Кейінірек терминнің анықтамасы кеңейтілді, ол «коммуникативті құзырет» деп аталды (D.Hymes, L.Bachman, M.Canale, M. Swain) [4].

Өткен ғасырдың 1960 жылдардың ортасында Д. Хаймс (Dell Hymes) «коммуникативтік құзырет» (the concept of communicative competence) концептін қолданысқа еңгізді. Д. Хаймстің пікірінше, коммуникативтік құзыреттің мәні тілдің жағдайлық лайықтылығының ішкі түсінігінде болды. Коммуникативтік құзыреттің құрылымы: грамматикалық, социолингвистикалық, стратегиялық, дискурстық құзыреттер [5, 269-293 бет].

Д. Хаймстың теориясы екінші тілді (шетел) оқыту саласына қосқан үлесі зор болды. Бұл тілдерді оқыту саласындағы алғашқы революциялық қадам болды.

1980 жылдары М. Канейл (M.Canale) және М.Свейн (M. Swain) коммуникативтік құзырет теориясын дамыту бойынша жұмысын жалғастырды, содан бері ол кеңінен танылып, таратылды.

М. Канейл және М.Свейн білім мен дағдылар жүйесімен бірге коммуникацияны қалыптастыратын 4 негізгі құзыретті анықтады. Мынадай құзыреттер:

- грамматикалық құзырет (Grammatical competence): лексика, фонетика, емле, семантика және синтаксис (vocabulary, 'pronunciation, spelling, semantics and sentence formation);

- социолингвистикалық құзырет (Sociolinguistic competence): нақты жағдайдағы сөздердің форма, мағына және контексттік фон бойынша сәйкестігі;

- дискурсивтік құзырет (Discourse competence): ауызша және жазбаша сөйлеуде тұтас, дәйекті және логикалық сөздерді құру қабілеті ;

- стратегиялық құзырет (Strategic competence): тілді білудің, шет тілді ортада ауызша және әлеуметтік қарым-қатынастың тәжірибесі жеткіліксіздігінің арнайы құралдармен өтелуі [6].

Қазіргі заманғы шетелдік педагогтардың еңбектерінде коммуникативтік құзыретті қалыптастырудағы теориялық және практикалық тәсілдердің мәселелері дамып келеді: Д. Уилкинс (Jennifer D. Wilkins), А. Хардинг (A. Harding), П. Хартман (P. Hartman), Д. Джонсон (D. Johnson), Н. Керр (N. Kerr), Дж. Хилл (J. Hill), М. Лонг (M. Long), П.Потер (P. Potter) және т.б.

Зерттеу нәтижелері тәжірибеде белсенді қолданылады. Мысалы, америкалық колледждер мен университеттердің мұғалімдеріне арналған сайттардың бірінде АҚШ-та тіл үйрету оқушылардың коммуникативті құзыретке қол жеткізуге бағытталғаны атап айтылған: коммуникативтік мақсатқа қол жеткізу үшін тілді дұрыс пайдалану мүмкіндігі. ККтің 4 компоненті жарияланды: лингвистикалық, социолингвистикалық, дискурстық және стратегиялық (linguistic, sociolinguistic, discourse, and strategic)[7].

«Отандық лингводидактикада «коммуникативті құзырет» терминін М.Н.Вятютнев ғылыми қолданысқа енгізілді. Ол қарым-қатынас құзыретін ˝адамның белгілі бір коммуникациялық ортада бейімделу қабілетіне қарай сөйлеу мінез-құлық бағдарламаларын таңдау және жүзеге асыру ретінде түсініуін ұсынды; студенттердің сөйлесу алдында, сондай-ақ әңгіме кезінде өзара бейімделу барысында туындайтын тақырып, тапсырмалар және коммуникативтік көзқарастарына қарай жағдайларды жіктеуге қабілеті˝»[8, 348 бет].

Е.В. Шуман әдістемелік әдебиетті талдау және кейбір зерттеушілердің көзқарастары негізінде мынадай қорытынды жасады:

«Коммуникативтік құзыретті келесі компоненттерге бөлу оңтайлы болып көрінеді: лингвистикалық, социолингвистикалық, социомәдениеттік, қоғамдық, дискурсивтік, стратегиялық. Терминологиялық мағынада әдебиетте көрсетілген коммуникативтік құзыреттің барлық бөліктері бір немесе бірнеше тәсілмен осы алты құзыретті сипаттайды. Мысалы, прагматикалық құзырет дәл социолингвистикалық құзырет сияқты сипаттамаларға ие... Сондай-ақ, сөйлеу әрекетінің барлық түрлерінде оқылатын шет тілді материалды қолдану қабілетін білдіретін сөйлеу құзыреті, оқушылардың сөйлеу әрекетінің маңызды ерекшеліктеріне назар аударатын социолингвистикалық құзыретпен байланысады [9].

Педагогикадағы қарым-қатынас мәселелері А.А. Вербицкийдің, Б.В. Беляевтың, Е.И. Пассовтың, А.К. Маркованың, В.С. Коростылевтың, В.В. Краевскойдың, А.А. Леонтьевтің, Е.С. Полат еңбектерінде қарастырылады.

Біздің пікірімізше, құзыретті қалыптастыру, өзара тығыз байланысты тәрбиелік, білім беру және дамыту мақсаттарына жетуді қамтамасыз етуі міндетті. Біз білім беру мақсаттарына маманның кәсіби маңызды қасиеттерін қалыптастыру және шет тілді мәдениетке қызығушылығын жатқызамыз; білім беру мақсаттарына - болашақ мамандардың жалпы мәдениетін және кәсіби құзыреттілігін арттыру, өзін-өзі оқыту арқылы шет тілі білімін толықтыру, тереңдету және жетілдіру; дамыту мақсаттарына - студенттер жеке тұлғасының интеллектуалды, эмоционалдық және мотивациялық салаларын дамыту, тұлғаның санасын, өзін-өзі көрсету және өзін-өзі бақылау және жеке рефлексияны қалыптастыру. Ал шет тілін оқытудың интегративтік мақсаты - кез-келген салада ана тілінде сөйлейтін адамдармен жеке және мәдениетаралық қарым-қатынас жасау қабілетін және дайындығын қалыптастыру.

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CHARACTERISCTS OF SELF-ATTITUDE OF ADOLESCENT MEMBERS FROM DESTRUCTIVE RELIGIOUS ORGANIZATIONS

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This article is dedicated to one of the most actual problems – characteristics of adolescent members from destructive religious organizations. Also article shows the contemporary religious situation in Kazakhstan and influence youth of pseudo-religious organizations. Modern religion is a multi-confessional complex, a set of various religions and cults. Nowadays there are such characteristics as strengthening of radical religious communities, the activity of non-traditional belief centers, the increased influence of the foreign missionary movement and the expansion of the social base of destructive religious organizations, especially among young people, are typical for the religious situation in Kazakhstan.

Danger of this is that for Kazakh youth religion becomes more valuable which regulates social behavior, psychological and philosophical relationship to life, and there is no barrier between traditional religion and pseudo-religion. It is shown that current religion situation in Kazakhstan mostly represented by youth of pseudo religion organizations. In order to understand motives of becoming a member of such organization it is necessary to study person of pseudo religion organizations.

In order to understand motives of becoming a member of such organizations it is necessary to study person of pseudo cult. This article also shows problems of self – attitude there was conducted an empirical research among adolescent members of destructive religious organizations. The results were presented in this article and interpreted.

Key words: pseudo-religious organizations, destructive religious organizations, self-attitude, self-regulation, self-acceptance

БАЛҒЫН ЖАС ШАҚТАҒЫ ДЕСТРУКТИВТІ ДІНИ ҰЙЫМДАР МҮШЕЛЕРІНІҢ ӨЗІНДІК ҚАТЫНАС ЕРЕКШЕЛІКТЕРІ

Ромашева Ж.Ж. - әлеуметтік ғылымдарының магистрі, аға оқытушы, психология және педагогика кафедрасының меңгерушісі, А.Байтұрсынов атындағы Қостанай мемлекеттік университеті.

Берілген мақалада деструктивті діни ұйымдар мүшелерінің балғын жас шақтағы өзіндік қатынас ерекшеліктері, Қазақстандағы қазіргі діни жағдайы, псевдодіни ұйымдардың қазіргі жастарға әсері мәселелері зерттелген.

Қазіргі дін көпконфессионалды кешені, әр түрлі дін мен культтер жиынтығы ретінде көрінеді. Бүгінгі күнде Қазақстандағы діни жағдайға радикалды діни қоғамдастықтарының туындауы мен күшейуі, бейдәстүрлі сенімдер орталықтар қызметтерінің белсенденуі шетелдік миссионерлік қозғалыс әсерінің артуы және деструктивті діни ұйымдардың әлеуметтік базасының әсіресе жастар арқылы кеңеюі тән. Сонымен бірге жаңа ұрпақтың деструктивті культтердің күшеюі үлкен алаңдаушылықты тудырады. Дін көбінесе әлеуметтік мінез-құлықты қарым-қатынас психологиясын және өмірге деген философиялық көзқарасын реттейтін құндылық бағдар болып бара жатқан Қазақстандық жастар дәстүрлі дін мен жалған діншілдік арасындағы межені анық ажырата алмайтыны өте қауіпті. Қазақстандағы қазіргі діни хал-аһуал жаңа жалған діншілдікті ұстанушылардың басым бөлігін жастар құрайтынын көрсетеді.

Бұл ұйымдарға кіру мотивтерін түсіну үшін жалған культ мүшесінің жеке тұлғасын кешендік зерттеу қажет. Бұл мақалада өзіндік қатынас мәселесі жеке тұлғаның өзіндік санасының құрамдық бөлігі ретінде қарастырылды. Балғын жас шақтағы деструктивті діни ұйымдар мүшелерінің өзіндік қатынас құрылымын өзіндік қатынас компонентерінің айқындылығын анықтау үшін эксперименталды зерттеу өткізілді. Зерттеудің нәтижелері мақалада ұсынылды және оларға интерпретация жасалды.

Түйінді сөздер: жалған діншілдік ұйымдар, деструктивті діни ұйымдар, өзіндік қатынас, өзіндік реттеу, өзіндік қабылдау.

ОСОБЕННОСТИ САМООТНОШЕНИЯ ЧЛЕНОВ ДЕСТРУКТИВНЫХ РЕЛИГИОЗНЫХ ОРГАНИЗАЦИЙ ЮНОШЕСКОГО ВОЗРАСТА

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В данной статье изучена проблема особенностей самоотношения членов деструктивных религиозных организаций юношеского возраста, рассматривается современная религиозная ситуация в Казахстане, а также влияние псевдорелигиозных организаций на нынешнюю молодежь.

Современная религия представляет собой многоконфессиональный комплекс, набор различных религий и культов. На сегодняшний день для религиозной ситуации в Казахстане характерны возникновение и усиление радикальных религиозных сообществ, активизация деятельности центров нетрадиционных верований, повышение влияния иностранного миссионерского движения и расширение социальной базы деструктивных религиозных организаций, особенно за счет молодежи. При этом наибольшую озабоченность вызывает усиление деятельности деструктивных культов нового поколения. Опасность заключается в том, что казахстанская молодежь, для которой религия все больше становится ценностной ориентацией, регулирующей социальное поведение, психологию общения и философское отношение к жизни, весьма смутно представляет, где проходит грань между традиционной религией и псевдорелигиозностью. Как показывает современная религиозная ситуация в Казахстане, большую часть приверженцев новых псевдорелигий представляют молодые люди.

Для более четкого понимания мотивов вступления в данные организации, необходимо комплексное изучение личности члена псевдокульта. В статье освещена проблема «самоотношения», как составляющей самосознания личности. Для выявления структуры самоотношения, выраженности компонентов самоотношения членов деструктивных религиозных организаций юношеского возраста было проведено экспериментальное исследование. Результаты исследования представлены и проинтерпретированы в статье.

Ключевые слова: псевдорелигиозные организации, деструктивные религиозные организации, самоотношение, саморегуляция, самопринятие.

The religious situation in the Republic of Kazakhstan is undergoing tremendous changes due to the liberalization stages in this sphere (granting the right to freedom of religion and others). In recent years, one can observe intensification of ideologies of extremism and radicalism against the background of the spread of destructive religious movements of “export” nature. Whereas previously most experts were inclined to believe that the spread of various forms of religiosity was not large-scale and threatening, but the series of terrorist attacks in Kazakhstan have caused a rethinking of the seriousness of the threatening potential of the religious organizations in Kazakhstan.

Back in the early 2000s, President of the Republic of Kazakhstan Nursultan Nazarbayev in his book “Critical Decade” put the security issues to the forefront of the domestic and foreign policy, simultaneously defining religious security as “a system of state guarantees and support for the spiritual potential of the people and nations with the simultaneous countering of the threats to religious freedom and inter-religious harmony.” After that, there was adopted the Law “On religious activities and religious organizations,” which prescribes clearly that the state is separated from religion and from religious groups, delimits the rights and obligations of the parties under the law, introduces stricter requirements for registration of religious associations, limits the possibilities of missionary work (which used to be almost uncontrollable) and dissemination of religious literature, and others. However, religious matters have always been secondary, so to speak: the public policy has been and remains focused on economic development and strengthening of the position of the ruling elite of Kazakhstan [1].

When Kazakhstan became independent there were a lot of changes such as economic, political, social and spiritual. Multi-nationality and multi-religious defined one of the main directions in government policy about religion – strengthening of inter-confessional agreement as necessary condition for keeping stability in society and the rights of person. During 20 years the number of religious associations in country increased six times more. If in 90s of XX century there were 671 religious associations, nowadays there are about 4000 religious associations, which have approximately 3000 religious cults representing more than 40 confessions and de-nominalist churches [2].

Kazakh theologian Smagulov E. M. connects the undermining of national security with the activities of new religious movements that were not present in the region previously. The religious “renaissance” manifests itself in Kazakhstan in two main trends that can be designated as “Islamization” and “Evangelization.” The first one – “Islamisation” – is associated with higher levels of religiosity of Muslims and is accompanied by the expansion of a number of trends that are positioned as Muslim (the Salafis, Hizb-ut-Tahrir, Tablighi Jamaat, Ahmadiyah, the Nursists, etc.). Under the slogan of “Evangelization,” many Protestant churches have come to Kazakhstan primarily from the US, Western Europe and South Korea. The main idea of their activities is planting new globalist ideologies, reassessment of values, failure of the primary traditions. In the most radical form, the new religious movements advocate the rejection of traditional morality and socially useful work, which leads, in our opinion, to destruction of families, as well as harm to physical and psychological health of the population. Experts also note their ambiguity and hidden commercial orientation, which operates on the principle of network marketing. (Despite the fact that, according to the Law “On religious activities and religious organizations,” forcing the participants (members) of religious associations and religious followers to alienate their property in favor of a religious association, its directors and other participants (members) is not allowed and poses a great contradiction to the legality of such activities of these organizations) [1].

Many experts point out that the religious sphere is undergoing a transformation; the new religious organizations are adapting to the changing conditions. Earlier, the spread of religion was carried out only by foreign missionaries, while nowadays Kazakh citizens are engaged in it as well. Most of these organizations receive financial and ideological nourishment from abroad. All this reinforces and completes the phase of institutionalization of new religious organizations in the Republic of Kazakhstan, while the liberal laws provide the conditions for an increase in the number of different religious organizations [1].

On the one hand, the growth of the number of adherents to non-traditional religious movements is due to the spiritual and moral needs of society. On the other hand, it is associated with the increasing intensification of the activities of various new religious organizations. The current situation in the religious sphere of Kazakhstan is characterized by the presence of radical religious communities, the stirring-up of foreign organizations of the missionary movement, and the expansion of the social base of sectarian organizations (in particular, the emphasis is on young people). Strengthening of the role of destructive religious organizations in the sphere of public life leads to increased danger in the choice of values that are the basis for social behavior. It also entails blurring of the line between traditional religion and pseudo-religions [1].

Today religion situation in Kazakhstan characterises weak influence of tradition religions in society as a result of such long religious –spiritual vacuum which happened during soviet period in Kazakhstan.

Crucial role plays a process of strengthening the influence of different destructive pseudo-religious organizations - sects and cults among Kazakhstani youth. The dangerous part of this that for youth spiritual sphere becomes valuable part of their life, which influences psycho-social behaviour, relationship psychology, and relation to life [3].

Nowadays 27,8 % (more than 4,5 mln people) of population in Kazakhstan is youth at the age 14-29 years old. Seven thousands of them are students. The majority of youth live in cities which is 56%, while in countryside live 46 % of them [2].

Some data shows that there are about 18% of population are youth, and 85% of youth live in developing countries. According to United Nations Organization at the end of the next century that half of the world population will be at the age of 30.

Youth are the most vulnerable social group for both positive and negative influences happening in modern society. That is why they are more economically independent, more consolidated, feel strong pressure from different political, religious movements, they do not have clear psychological orientation, and they want to identify their own place in life. At the same time only younger generation can overcome ideological and psychological stereotypes, can form new system of values, and create ideals of future civil society. Young people have all the objective preconditions: creative way of thinking and action, high social and economic mobility, psychological flexibility, tendency to search answers to life connected questions, desire to make true new values, open mind toward new non-traditional knowledge [4].

The current religious situation in Kazakhstan is characterized by the emergence and strengthening of radical religious communities, an expansion in the scope of activity of nontraditional beliefs, an increase in the influence of the foreign missionary movement, and an enlargement in the social base of sectarian organizations, particularly by means of young people. All of these changes should be qualified as the most obvious development trends in the current religious situation in Kazakhstan [5].

An analysis of this situation in Kazakhstan points in particular to the growing activity of a new generation of destructive sects and cults, which is arousing the greatest concern. This trend is especially dangerous since the Kazakh youth, for whom religion is increasingly becoming a value system that regulates social behavior, the psychology of communication, and a philosophical attitude toward life, has a very vague idea about the difference between traditional religion and pseudo-religious views and outlooks [5].

Destructive sects and cults all share the fact that they are opposed to traditional religion since they are all based on an artificial world outlook that is not backed by any real religious theological substance. As a rule, destructive sects and cults are emerging during the leveling out of religious traditions as a result of the spiritual crisis in society today, as well as due to the exploitation and commercialization of religion [6]..

The characteristics of sectarian and cult organizations are very similar, since they are all based on the same criteria: extreme heterogeneity and contradictoriness with respect to ideology and doctrine, a spirit of dissension and separatism, totalitarian teaching, and severe “criticism of traditional religions for deviating from original beliefs and practice.” Their structural organization, methods of influence, and striving for dynamic spiritual expansion among the population, particularly among the youth, are also similar[7]..

During their development they have reexamined or greatly distorted the general system of world values of traditional religion and religious mysticism. Claiming the extra-ordinary nature of their belief, they continuously elaborate new applied methods, focusing attention on psychological and emotional aspects and often supplementing their teaching with unusual practices. Whereby this trend has become so obvious that over the past few decades essentially all of these sects and cults have undergone immense transformations and changes in appearance [5].

They have managed to become extremely widespread in Kazakhstan, particularly among the Kazakh youth, due to their success in adapting to the competition in present-day society. The results of the studies we carried out based on the testimonies of former adepts show that the doctrinal principles of these cults boil down to an eclectic mixture of various occult, magic, spiritualistic, theosophical, anthroposophical, and other anti-systemic views diluted with hypnosis and other mediumistic revelations of the spirit world. Man is viewed as the bearer of secret spiritual forces. These forces supposedly help him to alienate himself from traditional religious experience and overcome it as supposedly not meeting the mystical requirements and intellectual capabilities of modern man. Quasireligious and quasi-mystical experiences are a special feature of these trends, whereby active experiments are carried out on the human psyche, for example, brainwashing an individual or group, engaging in deep penetration into the conscience and subconscious of adepts, having an overbearing influence on the personality, preaching the possibility of developing supernatural abilities in a person with the emphasis on group practices as a means of unity, and so on [5].

In the ideological respect, destructive sects and cults claim to form world value systems and introduce new spiritual and moral references at the national level to replace the traditional views.

We should pay particular attention to those sects and cults that aim to create paradise on earth, strive for universal happiness, and satisfy people's momentary desires. These sects declare that paradise can be created on Earth, a paradise where everyone will be happy. Such missionaries are convinced that the country they have come to needs to be saved, for the sake of which its society must pool all of its spiritual, political, and economic forces. Preventing an environmental disaster, resolving a spiritual and social crisis in the universe, and other global problems constitute an incomplete, but representative list of the good intentions of all kinds of sectarians. No matter what country or culture they find themselves in, their main mission they believe is to help that country and its people in every possible way they can. This assistance basically boils down to providing the world with a new revelation, a new belief that will replace what the sectarians believe to be "outmoded" world religions and their religious denominations. Theological experts' examinations and the studies carried out in this sphere show that "as a rule, this type of religious trend severely criticizes the situation that has developed in the world. This arouses distrust and even hostility among people who feel that such religious movements pose a threat to the status quo." [8].

On the whole, a description of non-traditional religious views and outlooks which use a mixture of religious theology, mysticism, and occultism shows that today they all, although they emerged from the depths of the religious and mystical traditions of the Middle Ages, have turned into destructive sects and cults with very clear anti-religious doctrines and destructive consequences for mankind. In today's world, the activity of different types of sects is being severely criticized and condemned, since the contradictions between their doctrinal and conceptual views and religious and religious-mystical outlooks often brings them into conflict with the religious community, authorities, and society in many countries of the world. The negative consequences of their activity today is a widely proven fact [5].

In today's world, the risk group associated with their activity is universal and widespread. The activity of Jehovah's Witnesses, for example, creates a mass of problems for the authorities and society wherever traditional religion is still firmly rooted. Destructive sects and cults are of particular psychological detriment to the immature minds of young people in that they modify their customary religious orientation and undermine the system of stable ethnic and religious values in the minds of the younger generation. The matter essentially concerns activity leading to destabilization of the religious situation and consequences that are dangerous for any state and its indigenous population [5].

Today as it was mentioned before there is a significant increase of religious group adherents among youth. It is necessary to study psychological characteristics of destructive religious organization members. Among all characteristics of person we studied such psychological category as self-attitude.

The notion "self-attitude" as independent psychological term was used by N.I.Sardzhveladze in 1974 and described through setting general and unit mechanism of forming system for human relationship. Self-attitude includes self-conscience, self-actualization, self-evaluation, emotional attitude to oneself, self-control, self-regulation, reflecting wide range of phenomena of internal life of person. Presenting person as itself can be necessary in self-regulation and self-control of his behaviour [4]. How subject represents himself goes along with particular activity according to it he makes action strategy. Show particular emotional state can be effective psychotherapy, for example, auto training. Moreover, person during communication can give information about other's state and own at the same time[10].

Sh.N.Chkhartinili wrote that self-attitude shows characteristics of individual which takes its start from biological, psychological and social structure of activity. Author indicated that "structural measures of human being": biological, psychological and social [11]. This idea was shown in N.I.Sardzhveladze's works, where structural units of self-attitude was presented according its characteristics [9].

So, biological structure of self-attitude includes relation to appearance and anatomy, biomechanical and functional – physiological abilities. Psychological component of self-attitude reveals relation toward sensory-motor skills, intelligence, emotionality, will and the result of activity. In aggregate, psychological structure presents relation to subject as unique personality.

Social sphere of self-attitude of person defined relation to own social status (status in the system of formal relationship, social-economic or sociometric status), relation to how others accept each other. At this point person characterises himself as presenter of social-moral standards and values.

Among a lot of functions which show self-attitude, it is important to mention function of self-expression and self-realization. Self-attitude includes self-respect, sympathy, self-acceptance, love, self-evaluation, self-confidence, self-accusation, direction of person to own activity, realization own abilities and opportunities /8/.

Our research was oriented to identify structure of self-attitude of personality of memebers psudo-religious organizations, and components of self-attitude. Empirical material was received after conducting method of S.R.Panteleev about self-attitude. Research was made from January 2014 till March 2014 at KSO "Center of studying religious problems of Astana". Members from destructive religious organizations took part in research "Ata zholy" (12), "Allya Ayat" (12), "Cerkov Saentologii" (11), "Svideteli Yegovy" (10), there were 30 people at the age from 17 till 24. Test lasted 30-40 minutes.

Table 1. According to the results of method we considered the last index of scale.

Scales	1-3 scale	4-7 scale	8-10 scale
Isolation	3	6	21
Self-confidence	20	6	4
Self-regulation	19	8	3
Reflected self-attitude	10	11	9
Self-evaluation	22	7	1
Self-acceptance	12	10	8
Self-affection	7	13	10
Inner conflict	23	2	5
Self-accusation	20	4	6

According to the result we had following data. Scale of "isolation" showed that 70 % of test subjects had high level (8-10 scale), which revealed protective behaviour of person, desire to coincide with generally accepted standards of behaviour and relationship with other people. Members of destructive religious organizations tend to avoid open relationship, the reason can be not enough reflection skills, poor vision of oneself, or conscious reluctance to be open, admit personal problems.

Scale of "self-confidence" showed that 67 % of test subjects had low level (1-3 scale), which presents disrespect connected with lack of confidence in opportunities, not being sure in abilities. Adherent does not trust to his decisions, often not sure about overcoming difficulties and obstacles, achieve goals, mostly all decisions are made only in religious cult together based on laws of religious organization. Perhaps there can be difficulties with solving own problems and inner pressure.

Scale of "self-regulation" showed that 63 % of test subjects had low level (1-3 scale), which tells that subject's "I" depends on external facts and occasions. Mechanisms of "self-regulation" are weakened. Strong-willed control is not enough to overcome internal and external obstacles on the way to realization of goals. Causes often can be denied or displaced to subconscious. Emotional pain of own "I" can be with inner pressure.

Scale of "self-evaluation" showed that 73 % of test subjects had low level (1-3 scale), which justifies strong doubt of person in his unique personality, underestimation of own spiritual "I". Lack of confidence can weaken resistance to environmental influence. High level of sensitiveness to admonition and criticism makes person vulnerable, tendency not to trust to himself.

Scale of "inner conflict" showed that 77 % of test subjects had high level (8-10 scale) it means that members of destructive religious organizations have negative relationship to themselves. They always control own "I", they try to evaluate everything that happens in their inner world. Developed reflection can go to self-understanding which can lead to criticism of own qualities and characteristics, conflict between real "I" and ideal- "I", between pretension and achievements, underestimation. The real reason of own failure consider themselves.

Scale of "self-accusation" showed that 67 % of test subjects had high level (8-10 scale). Adherents see own defects. Problems, conflicts in relationship show psychological berries, among it dominates protection of own "I" by blame, conviction or other things. Adjustment of self-accusation goes along with inner pressure, feeling that it is impossible to satisfy basic needs.

Thus, members of destructive religious organizations show lack of confidence in own capacity, run away from open relationship, do not make any decisions independently, often rely on decisions which are made by religious cult leader. Often they have doubts in abilities to overcome difficulties and obstacles, to reach goals. Main source of all external changes of adherent is that it is said "God will punish" for all sins.

Also there is a doubt in uniqueness of personality, because members consider only “God” and their leader of religious cult. Members of destructive religious organizations have negative relationship to themselves, they tend to self-accusation, and we can observe inner conflict between real “I” and ideal- “I”.

By taking everything into consideration there was created programme “Youth and destructive religious organizations”.

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THE PROBLEM OF FORMATION OF CULTURAL COMPONENT IN THE PROFESSIONALLY ORIENTED TRAINING IN FOREIGN LANGUAGE TEACHING.

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The article deals with the professional oriented technology in foreign language teaching of high school students is considered includes regional geographic knowledge as a full component of educational process that promotes assimilation of realities of other national cultures; to expand general outlook of students that leads to the increase in interest and persistent motivation in foreign language learning.
The result of the professional oriented training in foreign language teaching of high school students means not only language and communicative competence, but also good possession of material which is necessary for adequate communication and mutual understanding.

The application of project-based method is the most appropriate to achieve the most effective principle of communicative orientation in the course of teaching English at the faculties of technical and agronomical specialties of the Kostanai university named after A. Baitursynov. At the same time the main emphasis has been placed on minimizing the use of Internet resources as it reduces the quality of creative activity in project performance.

Key words: project- based method; technologies of foreign languages teaching

ВОПРОСЫ ФОРМИРОВАНИЯ КУЛЬТУРНОГО КОМПОНЕНТА В ПРОФЕССИОНАЛЬНО ОРИЕНТИРОВАННОМ ОБУЧЕНИИ ИНОСТРАННЫМ ЯЗЫКАМ.

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В статье рассматривается профессионально-ориентированная технология обучения иностранному языку студентов высшей школы включает в себя в качестве полноправного компонента учебного процесса страноведческие знания, что способствует усвоению ими реалий других национальных культур, расширению их общего кругозора, что ведет также к повышению интереса и стойкой мотивации в изучении иностранного языка

Результат профессионально-ориентированного обучения иностранному языку в студенте высшей школы предполагает не только языковую и коммуникативную компетенцию, но и хорошее владение лингвострановедческим материалом, которое необходимо для адекватного общения и взаимопонимания.

Для достижения наиболее эффективного принципа коммуникативной направленности в процессе преподавания английского языка на факультетах технических и агрономических специальностей Костанайского университета им. А. Байтурсынова оптимальным является применение метода проектов. При этом основной акцент был сделан на минимализацию использования Интернет-ресурсов, так как это снижает качество творческой деятельности в выполненным проекте.

Ключевые слова: метод проектов; технологии обучения иностранным языкам

ШЕТЕЛ ТІЛДЕРДІ КӘСІБИ-БАҒДАРЛАНҒАН ОҚЫТУДА МӘДЕНИ КОМПОНЕНТІ ҚАЛЫПТАСТЫРУ СҰРАҚТАРЫ.

Смагулова А.С – гуманитарлық ғылымдарының магистрі,шет тілдер филологиясы кафедрасының аға оқытушысы, Ахмет Байтұрсынов атындағы Қостанай Мемлекеттік Университеті.

Мақалада жоғары мектеп студенттурінің шетел тілін оқуындағы кәсіби-бағдарланған технология қарастырылынған. Оқу үрдісінің құқылы компоненті ретінде олар үшін басқа ұлт мәдениетінің шындығын меңгеруіне ықпал ететін елтанулық білімді өзіне кіргізетін, шетел тілін оқуына себеп болатын және оған деген қызығушылығын одан әрі арттыратын, олардың жалпы көкжиегін кеңейтеді.

Жоғары мектеп студентінде шетел тілін кәсіби-бағдарланған оқудың қорытындысы тек тілдік және коммуникативті компетенция ғана емес, сонымен бірге адекватты сөйлесу мен қарым-қатынас үшін қажетті лингво-елтанулық материалын да жақсы білуді көздейді.

А.Байтұрсынұлы атындағы Қостанай университетінің техникалық және агрономиялық факультеттер мамандықтарында ағылшын тілін оқыту үрдісінде коммуникативті бағдардың ең әсерлі принципына қол жеткізу үшін, жобалардың әдісін қолдану оптималды болып табылады. Бұнда, орындалған жобада шығармашылық іс-әрекеттің сапасын төмендететін, Интернет-ресурсттарды қолдануы минимализациялануына негізгі акцент қойылуда.

Түйінді сөздер: жобалар әдісі, шетел тілдірді оқыту технологиясы.

Professionally oriented method in foreign language teaching of high school students includes regional geographic knowledge as an integral component of educational process that promotes acquisition of realities of other national cultures, expansion of their general outlook that also leads to the increase in interest and motivation in foreign language learning.

The existence of the cultural component in training process involves revaluation of the teacher’s role who has to be an expert not only in foreign-language culture (political, economic, art, ecological, ethical, language, etc.), but also in his national as the process of language assimilation of a foreign language and its further application is fairly programmed as a dialogue of cultures. The result of the professionally oriented training in FLT of high school students presuppose not only language and communicative competence, but also good possession of culture-oriented linguistic material which is necessary for appropriate communication and mutual understanding.

G.V. Rogova includes a linguistic component of foreign language content into speech material of different levels, consisting of a number of texts for listening and reading with certain regional geographic data from geography, history, social life.

I.L. Bim states about the need to include elements of language culture and regional geographic data into the content of teaching the nations, speaking the learning language and regional geographic data applicable to the interactive situations aiming at the dialogue of cultures.

B.A. Lapidus writes about the need to provide students with the formation of skills and abilities to use regional geographic background knowledge.

More widely the culture-oriented linguistic material is presented in the works of R.K. Minyar-Beloruchev who includes a lexical background, both national culture and culture-bound items.

For achievement of the most effective principle of communicative orientation in the course of teaching English at the faculties of technical and agronomical specialties of the Kostanai university named after A. Baitursynov is the application of project-based learning. At the same time the main emphasis has been placed on minimizing the use of Internet resources as it reduces the quality of creative activity in the project implementaion.

Rich material for this purpose is represented by authentic textbooks, scientific publications, special edition of guide-books. In particular, the material of the textbook "Introduction to geography" (Printed in the USA by Wm. C. Brown Pablishers, 2006), have been developed the projects: "Interaction and Environment", "Cultural Diversity", "Intensive Subsistence Agriculture", "Suburbanization in the United States", "Regions in the Locational Tradition".

On the materials of the textbook "Making America" and the study guide to "A Reader's Guide to Making America" (USA, 2002) have been implemented the creative projects "Cultural Regions of America", "American Manners", "The Artlessness of American Culture", "The American System of Education" have been created.

It is useful to study the scientific publications of the universities to expand the professional competences. For example, the edition of Charles Sturt University of "Agriculture Australia" represents rich material to update special vocabulary, for example: "Agricultural Equipement and Supplies", "Consultancy and Technology", "Education and Training". Besides, the last section contain the data on the universities of the continent, their specialties and student's life.

There are some examples of updating basic and professional vocabulary on the material of the above-mentioned text books .

So, on the basis of the textbook "Introduction to geography" students were presented the glossary which basic concepts reflect realities of world culture. As an example we will give a few extracts from it containing a complex of concepts on the basis of the lexeme "culture":

Culture	The totality of learned behaviors and attitudes transmitted within a society to succeeding generations by imitation, instruction, and example.
Culture complex	An integrated assemblage of culture traits descriptive^of one aspect of a society's behavior or activity.
Cultural landscape	The natural landscape as modified by human activities and bearing the imprint of a culture group or society; the built environment.
Cultural lag	The retention of established culture traits despite changing circumstances rendering them inappropriate.
Cultural integration	The observation that all aspects of a culture are interconnected; no part can be altered without impact upon other culture traits.
Cultural ecology	The study of the interactions between societies and the natural environments they occupy.
Culture-environment tradition	One of the four traditions of geography; identified with population, cultural, political, and behavioral geography.
Culture hearth	A nuclear area within which an advanced and distinctive set of culture traits develops and from which there is diffusion of distinctive technologies and ways of life. culture realm A collective of culture regions sharing related culture systems; a major world area having sufficient distinctiveness to be perceived as set apart from other realms in its cultural characteristics and complexes.
Cultural integration	The observation that all aspects of a culture are interconnected; no part can be altered without impact upon other culture traits.
Cultural lag	The retention of established culture traits despite changing circumstances rendering them inappropriate.
Cultural landscape	The natural landscape as modified by human activities and bearing the imprint of a culture group or society; the built environment.
Culture region	A formal or functional region within which common cultural characteristics prevail. It may be based on single culture traits, on culture complexes, or on political, social, or economic integration, culture system

	A generalization suggesting shared, identifying traits uniting two or more culture complexes.
Culture trait	A single distinguishing feature of regular occurrence within a culture, such as the use of chopsticks or the observance of a particular caste system. A single element of learned behavior.

The regional geographic component contains significant vocabulary on various aspects of public, cultural life, history of the USA in the textbook "Making America" and the study guide "A Reader's Guide to Making America". Consolidation of the glossary was provided through discussions, for example:

Discussion Topics [The Study of American Character]

1. Historians and social scientists today tend to regard the discussion of «national character» with the same caution as other large generalizations. Throughout your use of Making America be self-conscious about the level of population (individual, group, region, nation) and kind of discourse (descriptive, normative, symbolic) you have in mind when using the term American. Also consider the resources, limits, and biases inherent in the materials and academic disciplines that will be brought to bear on the study of American character and culture. What knowledge and insights are achievable, for instance, through the methods of the literary critic or the sociologist?

2. The scholarly study of American character beginning with Henry Adams and Frederick Jackson Turner late in the 19th century has been shaped by at least these three factors: social and intellectual developments within the United States; international politics and ideologies; and the development of modern academic disciplines. Keep the internal, the external, and the disciplinary factors all in mind when charting the development of scholarship on American character.

3. Consider the contributions that the social science disciplines ofanthropology, psychology, and sociology have made to the study of American character through their respective concentrations on culture, personality, and social structure.

4. How can you employ the «personality-and-culture» approach, and the concept of «modal personality structure», in your own analyses of American character? Challenge your students to name the five traits they believe best typify Americans. Ask them to do the same for their own culture-and then to compare the results. From what sources do they derive these traits?

5. In The First New Nation Seymour Lipset represented the United States as the first modern nation to achieve independence from colonial rule through revolution. What factors predisposed the Americans to independent nationhood and to social democracy? Does the American social and political model offer any lessons for the new nations of the 20th century? Why or why not?

6. American character is often cited when it would be more accurate to speak of modern character, values, and behavior. Discuss the peculiar role of America in the process of modernization.

7.What are the possibilities and the limitations for you in approaching national character through: the «typical» (or representative) individual, «modal personality structure», and value analysis.

8. Why are values especially useful in assessing American character? Distinguish core from secondary values, and look for characteristic tensions between the stated (or avowed) and the enacted (or actual) values of Americans. How do Americans deal with the tension between ideals («creeds») and behavior («realities»)?

On the basis of the lexical material of "Agriculture Australia" the minimum of special vocabulary on the subject "Livestock production" reflected in the electronic presentations was developed as a result of studying a range separate articles on the topic, for example:

KIAMA STUD REGISTRATION CENTRE

V S R.C.L. is the service centre for five dairy breeds, dairy goats, pigs and two beef breeds. For 20 years the centre has provided registration facilities and collected performance data for these breeds.

- Dairy Cattle
- lawarra (Australia's own)
- Guernsey
- Ayrshire
- Jersey
- Brown Swiss
- Pigs
- 8 breeds of pure-bred pigs
- Dairy Goats
- 4 breeds of pure-bred goats
- Beef Cattle

- Pinzgauers
- British White
- ILLAWARRA CATTLE SOCIETY OF AUSTRALIA - ILLAWARRAS - AUSTRALIA'S OWN"

Exported to over 16 countries with success due to:

- Heat tolerance
- Resistance to sunburn
- Calving problems almost non existent
- Docility - quiet temperament
- High 90% protein/fat ratio
- Ability to milk on for full lactation
- Ease of calving
- Longevity Photo details
- Lemon Grove Buttercup 204 EX 2E

Production

- 11138 Its. milk
- 4.0% 450kg b/fat,
- 3.4% 381 kgs protein
- AUSTRALIAN PIG BREEDERS ASSOCIATION LIMITED

Today, requirements for pig breeding are based on productivity and capacity to reproduce an efficient, fast growing pig with low feed conversion and remain healthy, durable and sound. The pig must be acceptably, lean, meaty and tasty. Australian Pure Bred Pigs meet this criteria and have supplied the commercial breeder with seed stock for over 100 years.

Australian Pure Bred Pigs come with a three generation breeding certificate compiled from over 100 years of superior genetics selection and recording. Remember a pig without a pedigree certificate is just another pig. Pure bred pigs should be used to maximise heterosis.

- Increase growth
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- Efficiency
- Muscle
- Soundness
- Productivity
- Health
- Durability
- Profit

Australian Pure Bred Pigs can be bought with the knowledge that Australia has a high disease-free status.

Thus, the analysis of materials of authentic textbooks, study guides and scientific publications gives certain opportunities for formation and consolidating of special vocabulary and provides updating of background regional geographic knowledge in the system of the professional focused training of the English language.

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INTERTEXTUALITY IN THE POSTMODERN NOVEL “A HISTORY OF THE WORLD IN 10 ½ CHAPTERS”

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This article is devoted to the description of intertextual elements in the novel by Julian Barnes, one of the prominent representatives of postmodern literature. In terms of literary criticism, the novel “A History of the World in 10½ Chapters”, which constitutes a collection of short stories, is characterized by the use of thematic repetition, inasmuch as the stories of the work are united by common motifs and images (sea, ship, Noah's Ark, catastrophe, water and time, separation of the “clean” from “the unclean”, truth). In this case it must be appropriate to use the term "internal intertextuality", which presupposes the presence of intertextual inclusions within the novel. However, the work of J. Barnes, according to the classification of intertextuality by G.Genette and N.A. Fateeva, is also marked by the use of other types of intertextual links. Such elements as metatextuality, understood as a variation on the theme of pretext; architextuality- a genre relation of texts; hypertextuality expressed by the relations uniting the given text and the previous one, the most striking example of such relations is the parody of pretext; are present in the novel, fulfilling the plot constructing function. The use of this kind of intertextual interactions is a part of the author's intention: creating a complex game context, the author manages to obscure the boundary between reality and fiction, ironically noticing that history is nothing more than a fabulation.

Key words: postmodernism, intertextuality, metatextuality, architextuality, hypertextuality, plot constructing function.

ИНТЕРТЕКСТУАЛЬНОСТЬ В ПОСТМОДЕРНИСТСКОМ РОМАНЕ «ИСТОРИЯ МИРА В 10 ½ ГЛАВАХ»

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Статья посвящена характеристике интертекстуальных элементов в романе одного из видных представителей литературы постмодернизма Джулиана Барнса. С литературоведческой точки зрения, роман «История мира в 10½ главах», представляющий собой собрание новелл, характеризуется использованием приёма тематического повтора, поскольку рассказы произведения объединены едиными мотивами и образами (море, корабль, Ноев ковчег, катастрофа, вода и время, мотив деления на «чистых» и «нечистых», правда). В таком случае обосновано также воспользоваться термином «внутренняя интертекстуальность», которая предполагает наличие интертекстуальных включений непосредственно внутри романа. Однако произведение Дж. Барнса, согласно классификациям интертекстуальности Ж. Женетта и Н. А. Фатеевой характеризуется также использованием и других видов интертекстуальных связей. Такие элементы как метатекстуальность, понимаемая как вариация на тему претекста; архитекстуальность – жанровая связь текстов; гипертекстуальность, выраженная отношениями, объединяющими данный текст и предшествующий текст, наиболее ярким примером которой является пародия претекста, присутствуют в романе, выполняя функцию сюжетопостроения. Использование подобного рода межтекстовых взаимодействий является частью авторского

замысла: создавая сложный игровой контекст, автору удаётся завуалировать границу между действительностью и вымыслом, иронично замечая, что история, не что иное, как фабуляция.
Ключевые слова: постмодернизм, интертекстуальность, метатекстуальность, архитекстуальность, гипертекстуальность, функция сюжетопостроения.

«ИСТОРИЯ МИРА В 10 ½ ГЛАВАХ» ПОСТМОДЕРНИСТІК РОМАНЫНДАҒЫ ИНТЕРТЕКСТУАЛДЫЛЫҚ

Сәмәмбет М.Қ. – А. Байтұрсынов атындағы Қостанай мемлекеттік университетінің шетел филология кафедрасының профессоры, филология ғылымдарының кандидаты.

Мақала, постмодернизм әдебиетінің көрнекті өкілдерінің бірі Дж. Барнстың интертекстуальдік элементтерін сипаттауға арналған. «История мира в 10½ главах» новеллалар жинағын көрсететін романы әдебиет көзімен қарағанда, тақырыптық қайталану әдісін қолданылуымен сипаттанылады, өйткені шығарманың әңгімелері бір мотивтермен және образдармен бірлескен (теңіз, кеме, Ной ковчегі, катастрофа, ағымды су мен уақыт, таза және ласқа бөліну мотивтері, шындық). Олай болса «ішкі интертекстуальдік» терминімен қолдану негізді болады, ол роман ішінде интертекстуальді қосылуды қарастырады. Бірақ Дж. Барнстың шығармасы Ж. Женеттің және Н. А. Фатееваның интертекстуальдік классификациясына сәйкес интертекстуальдік байланыстардың басқа да түрлерімен қолданылуы сипатталады. Метатекстуальдік, мәтін тақырыбының вариациясын түсіндіретін, архитекстуальдік – мәтіндердің жанрлық байланысы, гипертекстуальдік, алдынғы және оқып жатқан мәтінді біріктіретін мәтін, гипертекстуальдіктің жарық мысалы романда мәтін пародиясы болып табылып, сюжетқұрылысы функциясын атқкарады. Осындай мәтінаралық әрекеттерді қолдану автор ойының бөлігі болып табылады:күрделі ойын контекстісін құрып, автор шындық пен ойдан шыққан арасындағы шекараны көрсетпейді, ирониялық тұрғыдан тарихтың фабуляция екендігін байқайды.
Түйінді сөздер: постмодернизм, интертекстуальдік, метатекстуальдік, архитекстуальдік, гипертекстуальдік, сюжетқұру функциясы.

At the present stage of development English literature presents itself as a unique and original phenomenon characterized by the predominance of postmodernist tendencies. In many concepts postmodernism is viewed through the prism of the disintegration of a single, integral and homogeneous world, as it was described from a scientific perspective, into a multitude of heterogeneous fragments and parts with a lack of any unifying principle therebetween [1, p.5]. Postmodernism appears as the absence of any system, any universality, as the triumph of ephemerality, chaos, anarchy, emptiness, etc. Postmodernism is characterized by eclecticism; at first sight it combines seemingly incompatible things.
The main features of this movement are considered to be:

1. disjunction and desolation
2."cool apathy" (coolness, blankness, and apathy)
3. fragmentation
4. inconsistency and spontaneity
5. irony, playfulness, black humor
6. double coding
7. intertextuality, pastiche and metafiction.

In other words, postmodernism represents a decentered concept of the universe in which individual works are not isolated creations [2, p.6]. That is why much of the focus in the study of postmodern literature is on intertextuality: the relationship between one text (a novel for example) and one or more of the following. Critics point to this as an indication of postmodernism's lack of originality and reliance on clichés. Intertextuality in postmodern literature can be a reference to parallel to another literary work, an extended discussion of a style.

The French structuralist critic Gérard Genette singles out five types of intertextuality:

1. intertextuality itself, that can be expressed by quotations, plagiarism, allusions
2. paratextuality as the relation between one text and its paratext that surrounds the main body of the text (examples are titles, headings and prefaces)
3. architextuality as the designation of a text as a part of a genre or genres
4. metatextuality as the explicit or implicit critical commentary of one text on another text
5. hypotextuality or hypertextuality as the relation between a text and a preceding hypotext; wherein the text or genre on which it is based but which it transforms, modifies, elaborates or extends (parody, spoof, sequel, and translation) [3, p.166].

G. Genette notes that all these types of intertextuality are interrelated and often inseparable.

N. A Fateeva believes that Genette's classification "is of a rather general nature and does not cover all possible combinations of differential characteristics of intertextual interactions" [4, p. 121]. She combines the studies of Genette, P. H. Torop and I. P. Smirnov and offers her own classification of intertextual elements and intertextual links in literary texts [4, p. 122-159]. Particularly, she identifies the *intertextuality* itself, which constitutes *the construction of "a text in the text". Metatextuality* by which is meant *a retelling and commentary reference to the pretext,* such as intertext-retelling, variations on the theme of pretext, the addition of "someone else's" text, language play with pretexts. The classification also includes *hypertextuality as mockery, ridicule.* Another type of intertextuality - architextuality, is understood as a genre relation of texts [4, p.123].

Almost all the above-mentioned intertextual elements are present in the work of the famous English writer, The Man Booker Prize winner - Julian Barnes. The novel "A History of the World in 10½ Chapters " has long been considered a brilliant postmodern performance piece. Numerous allusions (primarily Old Testament), citation, a play with historical facts and myths (biblical) - all seem to be Barnes's favorite techniques. The novel really includes ten and a half chapters, and this fact is put into the title for a reason. The composition, perhaps, plays a decisive role in the implementation of the author's intention. The point is that the chapters, at first glance, are not related. However Barnes as any self-respecting postmodernist, invites the reader to play with the text, to string fragmented chapter-novels into one semantic thread. Eventually from separate stories, the general structure of the novel should arise. Thus, intertextual inclusions fulfill *the function of plot-construction.*

For instance, the first chapter of the novel, **The Stowaway**, tells the story of **Noah's Ark** from the viewpoint of the **woodworms**, who were not allowed onboard and were stowaways during the journey. **The Visitors** has a group of terrorists hijack a cruise **ship**. **The Wars of Religion** is a legal case fought between the sixteenth century inhabitants of a French town and the **woodworm** that damaged their Bishop’s seat. **The Survivor** is the post-apocalyptic diary of a woman escaping the effects of war on a stolen **boat** in an attempt to start a fresher, purer life. **Shipwreck** is in two parts – part one deals with the wreck of the French **frigate** Medusa and the escape on a raft of its passengers and crew; part two with Géricault’s painting of that escape. **The Mountain** deals with Miss Amanda Fergusson’s attempt to reach the summit of Mount Ararat. **Three Simple Stories** tells three tales – one of a man who escaped the sinking of the **Titanic**; one a literary examination of the story of Jonah and the whale; and the other an account of the St. Louis, which set sail from Germany just before WW II with over 900 Jews on board. **Upstream!** is a series of letters from an actor to his girlfriend while he is filming an ill-fated historical drama in the jungle. **Parenthesis** (the half-chapter) is a meditation upon love. **Project Ararat** tells the story of an astronaut moved to search for the **Ark** on his return from space. **The Dream** is a vision of heaven as a suburban or possibly sit-com fantasy.

One or two of the linking themes become clear from this brief exposition – ***sea crossings and cruises, canoeing, salvation and damnation by water, ships and shipwreck, Noah’s Ark, the motif of separation of the “clean” from “the unclean”, survival, truth, occurrences of danger and escape, mountaineering and going up the hill, geographical explorations, court trials, references to paintings, God and love.***

One or two of the others become clear when you first get to know the book – woodworm in particular crop up a lot. “Woodworms, deathwatch beetles, xestobium rufo-villosum or crafty bestioles succeed in swarming the Ark in “The Stowaway”, the Bishop’s throne and the archive in “The Wars of Religion”, the room of the dying Colonel Ferguson in “The Mountain” and Barnes’s essay on love in “Parenthesis”, due to his discussion of the similarity between the tapping produced by beetles and the nature of human sexual act. Moreover, woodworms infest the jungle in “Upstream!”, posing “a threat to the letters sent out [by Charlie]”[5, p.115].

In this case western researchers would use the term “*internal intertextuality*”. That is to say, intertextual inclusions are to be found within the novel itself when comparing all its chapters *(i.e. repeated phrases (like „stinkoparalytico“, to refer to an alcoholic drink to be found both in “The Dream” and “Upstream!”)* among the techniques weaving the seemingly disparate chapters into a concordant novelistic net). However, if the Bible can be considered as a *pretext*, (an original text, the elements of which are borrowed by the author when writing his own text), *the first chapter of the novel, which tells the story of the Great Deluge, is* almost entirely ***metatextual.*** At the same time, *the story of Noah's Ark is a mocking parody* of the Old Testament text; this can be viewed as a sign of **hypertextuality**:

“There were times when Noah and his sons got quite hysterical. That doesn’t tally with your account of things? You’ve always been led to believe that Noah was sage, righteous and God-fearing, and I’ve already described him as a hysterical rogue with a drink problem? The two views aren’t entirely incompatible. Put it this way: Noah was pretty bad, but you should have seen the others. It came as little surprise to us that God decided to wipe the slate clean; the only puzzle was that he chose to preserve anything at all of this species whose creation did not reflect particularly well on its creator”[6, p. 7]

If architextuality is understood as the genre connection of texts, this kind of intertextuality is also reflected in the novel. Several chapters (or parts of chapters) take as their basis genuine historical events and retell them, sometimes in the style of an essay, sometimes as a story. *Some chapters are told through fully imagined characters; some with an objective narrator; others are apparently in the voice of the author. “A History of the World in 10 ½ Chapters” consists of a mixture of quite dissimilar genres, be it “the fable, the bestiary, the epistolary form, travel writing, legal proceedings, art analysis and [what Barnes calls] „love* *prose"* [7, p.62]. Chapter 5, "Shipwreck", being an *analysis of Géricault's painting, The Raft of the Medusa*, is of particular interest. Some editions of the novel include an illustration of The Raft of the Medusa; and if fine art is also regarded as a text (according to the semiotic theory of M. Yu. Lotman) [8, p.211-232], the use of the illustration will be highly **architextual.**

Figure 1. Jean Louis Theodore Géricault - La Balsa de la Medusa (Museo del Louvre, 1818-19)

Some chapters contain clear allusions: *The Visitors* describe the hijacking of a cruise liner, *similar to the 1985 incident of the Achille Lauro* (a passenger liner for the Rotterdamsche Lloyd,that was hijacked by members of the Palestine Liberation Front). *Upstream! describes the situation in the Mission* (a 1986 British period drama film about the experiences of a Jesuit missionary in the 18th-century South America). *Project Ararat tells the story of a fictional astronaut Spike Tiggler, based on the astronaut James Irwin* (who served as a lunar module pilot for Apollo 15, and was the eighth person to walk on the Moon).

Particular attention should be given to the unnumbered half-chapter, "Parenthesis". The narrator is called "Julian Barnes", but, as he states, the reader. A parallel *is drawn with El Greco's painting Burial of the Count of Orgaz,* in which the artist confronts the viewer. *The piece includes a discussion of the lines from Philip Larkin's poem An Arundel Tomb ("What will survive of us is love") and from W. H. Auden's September 1, 1939 ("We must love one another or die").*

In the author's notes, Julian Barnes also mentions the borrowings of certain facts: The Wars of Religion is based on the legal procedures and the actual cases described in The Criminal Prosecution and Capital The Punishment of Animals by EP Evans (1906) .The first part of Shipwreck draws its facts and language from the 1818 London Translation of Savigny and Corréard's Narrative of Voyage to Senegal; The second part of the relies heavily on Lorenz Eitner's exemplary Géricault: His Life and Work (Orbis, 1982). The third part of the Three Simple Stories takes its facts from The Thomas and Max Morgan-Witts (Hodder, 1974) [6, p. 435].

Therefore, with the help of various types of intertextual inclusions, Barnes succeeds in disguising the boundary between reality and fiction, transferring the author's attitude to the described events, creating a complex, game context. A History of the World in 10 ½ Chapters may be called a novel, held together by the symphonic unity of recurrent themes and the concordant blend of major and minor motifs, intertextual elements providing an organic framework for the whole literary piece. The fact echoes the famous statement made by Julian Barnes in A History: "Everything is connected, even the parts we don't like, especially the parts we don't like" [6, p. 329].

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POSTMODERNISM AND MODERN ART

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The article aims to give a comprehensive account of the influence of postmodernism on modern art. Postmodernism is known to have appeared in the middle of the 20th century across many fields including the arts. It is characterized by pluralism, subjectivity, rejection of abstraction, inclusion of the mass media, blurring of the boundaries between genres and acceptance of the quotation as an artistic resource. As postmodernism evolved as a reaction against modernism, the features of both movements are discussed at the beginning. The article focuses on pop art and conceptual art as the main post-modern movements. The artworks such as silkscreen prints of Marilyn Monroe by Andy Warhol, 1965/1-oo (one to infinity) by Roman Opalka, Neutronikon S27 by Jerzy Rosołowicz, Niobe from the Black Fire by Władysław Hasior and Multiple Portrait by Alina Szapocznikow demonstrate the major ideas of Postmodern Art. These authors made a great contribution to designing concept-oriented works.

Key words: postmodernism, conceptualism, pop art, “high” culture, “low” culture

ПОСТМОДЕРНИЗМ ЖӘНЕ ҚӘЗІРГІ ТАҢДАҒЫ КӨРКЕМ ӨНЕР

Сәмәмбет М.Қ. – А. Байтұрсынов атындағы Қостанай мемлекеттік университетінің шетел филология кафедрасының профессоры, филология ғылымдарының кандидаты.

Бұл мақаланың мақсаты постмодернизмнің кәзіргі таңдағы көркем өнерінің бір бағыты екенін көрсету. Оқырманға мәлім, постмодернизм 20-шы ғасырдың ортасында әр түрлі салада пайда болды, соның ішінде өнер саласында. Оның сипаттамалары – плюрализм (пікір алуандығы), субъективтік, абстракциядан (дерексіз түсініктен) бас тарту, бұқаралық ақпарат тәсілдерін қосу, әртүрлі жанрлардың шектерін жою, және цитатаны (дәйек сөзді) көркем қаржы ретінде қабылдау. Постмодернизм модернизмнің идеяларының дағдарысына әрекеті болғандықтан осы екі бағыттың ерекшеліктері осы мақалада талқыланады. Сонымен бірге поп-арт и концептуалды өнер постмодернизм негізгі деп қаралыстырылады. Энди Уорхолдың Мэрилин Монроның шелкографиядық таңбалары, Роман Опалкидің «1965/1-оо (бірден шексіздікке дейін)», Ежи Росоловичтің «Нейтроникон S27», Владислав Хазиордің «Ниобе Қара Оттан», Алина Шапошниковтің «Қайта-қайта Салынған Бейнесі» сияқты суреттер постмодернизмнің өнерінің негізгі идеяларына түсінік береді

Түйіінді сөздер: постмодернизм, концептуализм, поп-арт, «жоғары» өнер, «төмен» өнер

ПОСТМОДЕРНИЗМ И СОВРЕМЕННОЕ ИСКУССТВО

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Цель статьи – раскрыть роль постмодернизма как направления в современном изобразительном искусстве. Постмодернизм, как известно, появился в середине 20-го века во многих областях, включая искусство. Он характеризуется плюрализмом, субъективностью, отказом от абстракции, включением средств массовой информации, размыванием границ между жанрами и принятием цитаты как художественного ресурса. Поскольку постмодернизм развивался как реакция на кризис идей модернизма, особенности обоих направлений обсуждаются в данной статье. Также, в статье рассматриваются поп-арт и концептуальное искусство как основные направляния постмодернизма. Картины, такие как шелкографические отпечатки Мэрилин Монро Энди Уорхола, «1965/1-оо (от одного до бесконечности)» Романа Опалки, «Нейтроникон S27» Ежи Росоловича, «Ниобе из черного огня» Владислава Хазиора и «Многократный Портрет» Алины Шапошников дают представляние об основных идеях искусства постмодернизма. Эти авторы внесли большой вклад в создание концептуальных работ.

Ключевые слова: постмодернизм, концептуализм, поп-арт, «высокое» искусство, «низкое» искусство

1. Introduction

The 20th century saw an unprecedented shift in the perception of the world due to a number of historical and social-cultural events. Namely, post-Second World War era and the onslaught of consumer capitalism led to the development of a broad movement that spread across a variety of disciplines including the social sciences, art, architecture, literature, fashion, communications, and technology.

This article will provide the insight into postmodern visual arts based on the examples of Polish artists.

2. Postmodernism and Modernism

Terry Eagleton defined postmodernism as "the contemporary movement of thought which rejects ... the possibility of objective knowledge" and is therefore "skeptical of truth, unity, and progress" ["After Theory," 2003]

The very name of this style is translated as "after modernism’. Postmodernism shares many of the features of modernism. Both movements reject the rigid boundaries between high and low art. The term "high culture" is often used by art critics when trying to distinguish the "high culture" of painting and sculpture (and other fine arts), from the "low" popular culture of magazines, television, pulp fiction and other mass-made commodities. Modernists considered low culture to be inferior to high culture. By contrast, postmodernists - who favour a more 'democratic' idea of art - see "high culture" as more elitist. Postmodernism deliberately mixes low art with high art, the past with the future, or one genre with another. Such mixing of different, incongruous elements illustrates Postmodernism’s use of lighthearted parody, which was also used by modernism. Both these movements also employed pastiche, which is the imitation of another’s style. Parody and pastiche serve to highlight the self-reflexivity of modernist and postmodernist works, which means that parody and pastiche serve to remind the reader that the work is not “real” but fictional, constructed. Modernist and postmodernist works are also fragmented and do not easily, directly convey a solid meaning. That is, these works are consciously ambiguous and give way to multiple interpretations. The individual or subject depicted in these works is often decentred, without a central meaning or goal in life, and dehumanized, often losing individual characteristics and becoming merely the representative of an age or civilization. [1]

In short, modernism and postmodernism give voice to the insecurities, disorientation and fragmentation of the 20th century western world. Though both modernism and postmodernism employ fragmentation, discontinuity and decentredness in theme and technique, the basic dissimilarity between the two schools is hidden in this very aspect. [2]

3. Different Approaches to Art Making

Postmodernism embraces many different approaches to art making, including pop art and conceptual art that will be discussed in the article further.

3.1 Pop Art

Pop-art - the first postmodernist movement - made art out of ordinary consumer items: hamburgers, tins of soup, packets of soap powder and comic strips. Pop-artists and others went even further in their attempts to democratize art, by printing their "art" on mugs, paper bags, and T-shirts: a method that incidentally exemplifies the postmodernist desire to undermine the originality and authenticity of art.

Andy Warhol's soup cans, sensational newspaper stories and the images of 20th-century icons, from Elvis to Jackie O, quickly became synonymous with Pop art. His series of silkscreen prints of Marilyn Monroe was taken from her image in the film, Niagara, and reproduced first in color, and then in black and white. They were made in the months after her death in 1962 by Warhol who was fascinated by both the cult of celebrity and by death; this series fused these interests. The color contrasted against the monochrome that fades out to the right is suggestive of life and death, while the repetition of images echoes her ubiquitous presence in the media. This work can be conceived of as postmodern in many senses: its overt reference to popular culture/low art challenges the purity of the modernist aesthetic, its repetitive element is an homage to mass production, and its ironic play on the concept of authenticity undermines the authority of the artist. The use of a diptych format, which was common in Christian altarpieces in the Renaissance period, draws attention to the American worship of both celebrities and images. All of these translate into an artwork that challenges traditional demarcations between high and low art and makes a statement about the importance of consumerism and spectacle in the 1960s.

Pop Art also marks the break with modernism in the 1950s in that it bade farewell to abstraction. Visual arts in the 1970s emphasized sensual, emotional and traditional aspects rather than theories and concepts. During the 1980s, the "Neuen Wilden" (New Savages, including such artists as Georg Baselitz, Markus Lüpertz) undermined the dominance of the minimalist and concept-oriented avant-garde with their expressive representational painting. Similar tendencies also emerged in the U.S. and Italy. After the wave of excitement triggered by the "Neuen Wilden" had ebbed, other currents devoted to reflection on the medium of painting and experimentation with the sensory effects of painting resources and techniques came to the fore (Sigmar Polke, Anselm Kiefer, Gerhard Richter).

Characteristic of the era are two artists whose work incorporates the aesthetics of subcultures and popular culture: Keith Haring and Jeff Koons. Haring succeeded in combining elements of graffiti art, comics, computer sign language, children's drawing and ancient painting to form a highly poetic languages of signs that is comprehensible to people of many cultures. In the early 1990s, Jeff Koons attracted attention by virtue of the provocative banality of his subjects. Although he often used high-quality material in his works, their surface design alludes to the world of cheap ornaments and kitsch, as in the example of his life-sized, partially gold-plated porcelain figure of Michael Jackson with his chimpanzee Bubbles. [3]

3.2 Conceptual Art

Another movement to emerge within postmodernism is Conceptual Art or Conceptualism. Conceptual artists reacted against the modernist emphasis on the importance of the art object. Choosing the object is itself a creative act, cancelling out the useful function of the object makes it art, and its presentation in the gallery gives it a new meaning. This move from artist-as-maker to artist-as-chooser is often seen as the beginning of the movement to conceptual art, as the status of the artist and the object are called into question. [4]

Sol LeWitt in his "Paragraphs on Conceptual Art" published in 1967 wrote: "What the work of art looks like isn't too important. It has to look like something if it has physical form. No matter what form it may finally have it must begin with an idea. It is the process of conception and realization with which the artist is concerned." [5]

To illustrate what conceptual art is we will consider the works of the Polish artists displayed in the Museum of Art (Muzeum Sztuki) in Lodz, Poland.

The Polish-French conceptual artist Roman Opalka was best-known for his attempt to reflect and define the progression of time through his series of acrylic paintings of numerals titled Opalka: 1965/1-oo (one to infinity).According to what he said about his creation it was his way of painting time itself. Describing the works as "a march towards infinity", he began by painting the figure 1 in the top-left corner of a canvas, slightly bigger than four-by-six foot, in 1965, and continued, until his death, painting rows of consecutive numbers, completing five canvases of exactly the same size every year.

He deliberately used increasingly lighter paint against increasingly light backgrounds, which he said also reflected the progression of time. Whereas his initial backgrounds had been black, his later works had become barely visible, white on almost-white – blanc merité, or well-earned white, he called it. Each canvas, or "detail" as he described them, picked up with the figure one higher than the last on the bottom-right corner of his previous canvas.

In 2000 Lorand Hegy, the Hungarian-born art historian, told the magazine Art News: "He dips the brush in the paint and paints as long as the colour remains. The numbers have a rhythm that reflects the rhythm of the hand. It is repetitive, but metaphorical as well. It is about dualism – good/bad, dark/light, man/God. He eliminates the differences. There is a mystical, spiritual aspect to his work that comes from his Polish-Slavic culture." [6]

Opalka had painted more than five million digits – each made up of an increasing number of digits – by the time he died in a hospital in Italy, three weeks short of his 80th birthday, after falling ill on holiday. In other words, the last number he painted, said to be five million-something, had seven digits starting with a 5. "I know I'll never arrive at the perfect white on white," he once said, "for there's always a memory of the origin, of this black background. Only death can achieve my work."

To bolster his theme of defining the progression of time, he spoke each number, in Polish, into a tape recorder while he painted and, after each session, took a passport-style photographic portrait of himself, always wearing an open-neck white shirt and always expressionless. "All my work is a single thing," he said. "A single thing, a single life." On another occasion, he wrote: "Time as we live it and create it embodies our progressive disappearance. We are at the same time alive and in the face of death – that is the mystery of all living beings. The problem is that we are, and are about not to be." [7]

Another example of conceptualism in art is Neutronikon S27 by a distinguished Polish artist Jerzy Rosołowicz. Creating the concept of deliberate neutral activity, which proclaims creativity as an altruistic human pursuit, he employed geometric forms reminiscent of cells as seen under the microscope. His objects could be used for a deformation of the world.

Jerzy Rosołowicz perceived the world as a collection in which harmonious “absolute forms”, created by nature, are contrasted with “relative forms”, produced as a result of progress and technicisation of life. Having a premonition of an approaching catastrophe, Rosołowicz advocated actions aimed at neutralizing the negative effects of civilization. In his view, only nature and its mechanisms could save the world. Neutronikons, glass panes with fixed lenses or prisms, which Jerzy Rosołowicz started to construct in the second half of the 1960s, constitute an example of model devices neutrolising such negative impact of civilization.

4. Sculpture

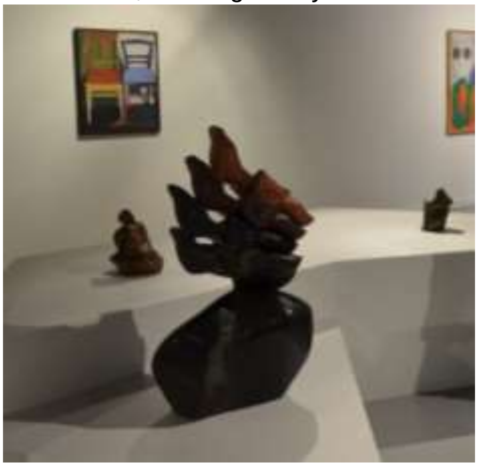
During the postmodern pluralism and with the endless extent of facilities, many methods can be seen in the fields of art that have caused the use of unusual materials instead of traditional ones and artifacts. Widely regarded as the leading Polish contemporary sculptors Władysław Hasior and Alina Szapocznikow made a great contribution to designing original concepts.

Władysław Hasior created expressive and emotional art. He referred to timeless themes, symbols and archetypal figures, brought from ancient mythology, which he endowed with contemporary content and meaning. One such character was Niobe. The artist felt that the modern Niobe was more tragic and painful.

"This is not a myth, it is a cruel reality. Marble is not enough for me; I would not sanctify the subject by making it from Carrara marble. Without any scruples, I built this Niobe with soap, because in my opinion soap convincingly suggests the materiality of the human body, and in such close proximity to such a visualized and implied body that it would set a fire. The collision of these two concepts, I believe, will create some pain to the imagination, and some kind of intersection with this sum of meanings which resides in the sign of Niobe. The subject is most important and it determines the choice of material." [8]

He made use of different objects such wires, soap, waste paper, or broken mirrors to evoke messages which can be magnified by artistic arrangement.

Alina Szapocznikow, an influential and significant artist, helped to deconstruct and re-imagine traditional sculpture, solidifying her pioneering vision of the human body, and her distinctively radical hybrids of the organic and inorganic. In Multiple Portrait (1967), she engages in a subversive game with the classic bust theme, creating a very distant take on this traditional sculptural form.



This is not actually a face, just casts of its lower part, multiplied. Each of them has a different tint – from nearly black, through navy blue, to skin-like pink. Each of them is framed by an inverted cast of shoulders, which resemble wings that look as if they were lifting up to the sky, higher and higher. They are, however, held to the ground by the stone on which they are set. The partly smooth, and partly rough stone evokes female breasts. In Multiple Portrait, Alina Szapocznikow engages in a subversive game with the classic bust theme, creating a very distant take on this traditional sculptural form. The marble base merely insinuates female shapes, while in the lieu of the head, there is a strange composition, reminiscent of fragments of human body – shoulders and face – that defies the rules of anatomy. The body is, then, used as a matter, which the artist easily modifies, deforms, multiplies, and rearranges into new, unexpected forms. [9]

5. Conclusion

Postmodernist artists appear to have enjoyed mixing things up and injecting novel elements into traditional forms in order to create new combinations, high and low art mingle freely in their works. They protest against the existing order and seek to develop new social and cultural forms. In many respects, the traditional mediums of painting and drawing come to play the secondary role in the development of postmodernist art giving sculptural practice priority over the traditions of painting.

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THE ROLE OF PSYCHOLOGY TO PREVENT SELF-CENSORSHIP FOR FUTURE JOURNALISTS

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A journalist are risk permanently by a demanding legislative and disgruntled society in the today's world. Specialists of mass communications stay in a risk's zone. Every word of the journalist may adversely affect at both an individual's life and the society, as a whole and such responsibility is one of the risk. Death threats and pressure from the employer and society allowed the journalists to be influenced by phenomena such as "negative self-censorship". The journalists always have to face with a different human psyche such in any social activity and an ability to find individual approach to each man falls within the competence of not only Rhetoric but also Psychology. There is research in order to ascertain of practicing journalists' and future specialists 'awareness of the self-censorship and their indifferent to this phenomena. Authors present their arguments to substantiate a judgement about Phycology should enter in a list of compulsory feature of journalism bachelor's.

Key words: *Psychology, self-censorship, self-regulation, professional burnout, survey, journalism.*

РОЛЬ ПСИХОЛОГИИ В ПРЕДУПРЕЖДЕНИИ САМО-ЦЕНЗУРЫ У БУДУЩИХ ЖУРНАЛИСТОВ

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В современном мире журналист подвержен постоянному прессингу со стороны требовательного закона и недовольного общества. Специалисты в сфере коммуникаций находится в зоне риска. Каждое слово журналиста может отрицательно сказаться как на жизни отдельной личности, так и на обществе в целом, и такая ответственность является одним из таких рисков. Угрозы в расправе и давление со стороны работодателя и общественности приводят к тому, что журналисты попадают под влияние такого явления как «негативная само цензура». В связи с этим актуализируется проблема психологической подготовленности студентов бакалавра специальности «журналистика» к различного рода воздействиям, влекущим само цензуру. Как и в любой социальной деятельности журналисты постоянно сталкиваются с различными формами психики индивидов и умение находить подход к каждому человеку относится к компетенции не только риторики, но и психологии. В статье проведено исследование на предмет установления осведомленности практикующих журналистов и будущих специалистов в процессе само цензуры и их отношения к данному явлению. Также авторы представляют свои аргументации для подтверждения своего суждения о том, что сегодня психология должна входить в обязательный перечень изучаемых дисциплин для будущих журналистов.

Ключевые слова: психология, само цензура, саморегулирование, профессиональное выгорание, анкетирование, журналистика.

БОЛАШАҚ ЖУРНАЛИСТТЕРДІҢ ӨЗІН-ӨЗІ ЦЕНЗУРА АЛДЫҢ АЛУ ПСИХОЛОГИЯНЫҢ РӨЛІ

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Қазіргі әлімде журналист талап етуші заңның және қанағатан дырылмаған қоғамның жағынан тұрақты қысымға ұшырайды. Баланыс салысындағы мамандар тәуекелге ұшырайды. Журнадистың әрбір сөзі жеке тұлғаның өмірімен тұтас қоғамға теріс әсер етеді, сондықтан осындай жауапкершілік тәуекелдің бір жағы. Жұмыс берушімен қоғамнің қырғынға қауіп төндіру мен сыртқы қысымға әкеледі. Сонымен бірге журналисттер «негативтік өзін-өзі цензура» дейтін жағдайға әсер етеді. Сонымен бірге журналистика мамандағы бакалавр студенттерінің психологиялық дайындағы өзін-өзі цензураның түрлі әсерлері мәселе түрінде жаңартылуда. Кез келген әлеуметтік әркеттерде журналистер жеке тұлғалардың ділімен үнемі кездеседі сондықтан әр адаммен көзқарас табу риториканың құзыреттілікке ғана емес сонымен бірге психологияға жатады. Бұл мақалада практиктер журналистердің және болашақ мамандықтардың және болашақ маманықтардың өзін-өзі цензураның хабардарлықты артыру пән арқылы жәле олардың бұл құбылысқа деген қөзқарас зерттеу жүргізілді. Осымен бәрге авторлар болашақ журналистер дайындау жобаның ішінде психология міндетті тізіміне еенгізу керек екенің өз пікірін растап дәлелдерін келтіреді.

Түйінді сөздер: психология, өзін-өзі цензура, өзін-өзі реттеу, кәсіби күйдірілген, тексеру, журналистика.

The Journalism is closely related with such Humanities and Social sciences like Phycology and Sociology and theirs methods are used actively by science of mass media. If the phenomenon of self-censorship is unlashed, it will be necessary to address its nature with a view to identifying journalists' involved with it and will take up the matter about pattern of person's psyche. The last point is considered to be one of the most important of understanding self-censorship's nature because according to studies by authoritative source like L.S. Vygotski, A.N. Leont'ev, S.L. Rubinshtein and P.J. Galperin, human activity and his psyche are all the same. "The psyche is not simply to be emerging in own operations of person, is not simply to be is constantly evolving and mature until the product of it, but the psyche is brought forward inside and transformed a directly relevant activity" [5, p. 7]. The Journalist, in other words, has not to limit himself information activity here for no reason without building on inside processes of psyche, it followed that we should turn to Psychology for a researching of the self-censorship.

We asked journalists and students of Journalism and Mass-communications department to fill in the form (31 persons) – 17 of them is woman and 14 – man [4]. The age of recipients are from 19 until 66 years old. The journalists (26 persons or 84%) have from 1 until 35 years' experience in the field of mass media.

The first question was determining positive or negative sides of self-censorship to maximize feedback from participants by journalists and students about the opportunity of creation of a framework with professional and ethical standards in journalism.

The majority of interviewees (52%) agreed that "self-censorship" of the journalist is a positive phenomenon, while the rest only 13% of respondents did not allow for the possibility of self-censorship emphatically, defined it like a negative phenomenon for the journalism. 35 per cent of respondents occupied the neutral position, to constitute the middle ground between two variants, by agreeing and with the firsts and with the seconds. The self-censorship undoubtedly has double meaning in the theory of the journalism too, and one hand it is "a moral self-censorship, when a piece of the work eliminated deliberately, witch demonstration in terms of the journalist is a moral unacceptable for the target audience" [5]. It is a quite positive definition of the self-censorship the more so as, that so-called taboo issues, like state secrets, advocacy of violence and terrorism and discrimination are clearly set out Constitutions of all developed and developing countries. However, does that mean that the audience should not listen on the existence of different problems associated that taboo issues and mass media should only indulge usual order without indicating serious shortcomings.

The famous journalist, Vladimir Pozner, said that freedom is perceived as a laissez-faire by most people in interview for "Peterburgski jurist"periodical, when in fact nothing is more responsible person then free one. And speaking of self-cesorship Vladimir Vladimirovich notes that "self-censorship" is our doing and tailking:" I don't want to talk about it, because it's just, I could get in trouble for this. May not be, really, but just in case».

«Self-censorship» doesn't depend on the Government. The overall situation of cause can put some concern into anyone's head, which raised «self-censorship», but everyone has to understand oneself what he thinks and there is not a fault of Putin or his boss, however he dared not risk [1]". It follows that, self-censorship is probably an inside conflict of journalist, namely that the issue to go or not, witch appear as a consequence the existence of outside restrictions on creature freedom, available in society and threaten the safety of the author by certain the sanctions in case of violation. That negatively affected to develop as the journalist in particular, as the journalism as a whole. From the data of the first question we can be assumed that journalists not yet become aware that a substantial risk of the situation where an inside censorship can impede the exercise of the main responsibilities, namely, transfer of fair and clear information to the audience.

We asked to point the institutions, which must regulate journalist's activity in the next question, in so doing, they can choose some answers. The journalists have high expectations of the auditory (48%), which actively participates in the process of transmission and processing of information in the media industry and can respond to the information received instantly in which we live in today. A role in regulating media by mass media can manifest itself in feedbacks on journalists' work and in the commentary to articles, but there is the danger has arisen of going on about the crowd and losing product quality. A similar situation happen in the film industry when the video production company to monitor the opinions and the expectations of the audience on the Internet, and then they change new original ideas for old and well-tried and these changes are bad influence on developments in cinema industry. Will this happen in the journalism, if the regulation of mass media is the auditory? More than likely, yes, that's why the regulation of mass media along with the auditory according to the complainants should be the journalists themselves (42%), domestic legislation (39%) and non-governmental and public organizations partly (13%). As shown in the results the journalists are ready to take social responsibility for their work, but while they have yet looked back at to the law.

There is the theory "self-concept" views the collectivistic and individualistic culture different self-determination of individuals between them in the Psychology. Kazakhstan like an Asian country is among the collectivistic culture, which leads us to the inescapable conclusion that the journalists need consolidated more to looking for ways of interaction and cooperation both with each other and with the auditory and the Government in a mass media regulation issue.

The third question would read: "Have you remained under pressure from an editorial office or society in work on the journalist's text?" Half part of interviewed (52%) point, that sometimes this happens in their work, 26% - this never happened, a 22% - this always happens with them. Thus, it can be assumed that Kazakhstan mass media journalists have great pressure at work mostly to date. It is explained by making groups process, when the journalist feels himself more nervous and intense, being under pressure, makes mistakes in the group, in the in teams at the micro level or in the society at the macro level in this case. The Psychologists scientifically proved that «participation in groups gives us the anonymity and makes a social laziness» [3, p. 403], which leads to the passivity and the apathy in most cases. The journalist is not ready to take a decisive step and to leave important facts behind-the-scenes, thus realizing the self-censorship process.

The question "Have you ever received death threats for your article?" take such answers: 77 % - They have not; 23 % - They have. It follows that there is the risk of physical harm of journalists in the usual work. It happens not often, and it means that mass media workers need not only the restriction at the legislative level, but they need a social protection so a fear of physical danger preclude to work fruitful.

A brief analysis of the responses on the next question show that the desire to change the profession sometimes appear of 48 per cent of the respondents and – often – of 19%. Probably it relates mainly to with the previous two facts: some journalists remained under pressure from an editorial office or society in work on the journalist's text, and they are afraid to be affected by their work too. However, among the interviewees 33% do not want to change a line of work reflecting the career crisis. The specialists of the Psychology name the process that is how, by providing characterizing by a state of the prolonged absence of professional development or of career development. The professional out burning is close, but not equivalent concept of the career crisis. It means total loss of an interest to the profession. However, unlike the professional out burning, the career crisis does not mean a wish of fundamental changes in professional activity, but says only about desire to break the vicious circle. It is about serious dissatisfaction of the specialist to him situation: recurrent duty, invisible rising through the ranks, filling "a career celling". Surely the career crisis, which not decision, can in the long term, could result in the professional out burning.

The professional out burning can arise from the result permanent and long of time interaction with a great number of people, when there is a need for exerciseing different emotions, which sometimes does not coincide with the inside emotional state. Why does the psyche not withstand? We can answer – because it faces high levels of stress, which exceeds the capacity to processing summarily. It may comparison of the fracture – the bone does not stand the force of the impact or falling. If during many years, a person sits in an awkward position, in one moment he has backache, and then there is a consequence like in the event of sharp-force trauma after a while. The psyche work thanks to the unity of the development of neural pathways, which provide the sustainability of emotional reactions, and if they are destroyed under the influence of stress factors, the person has lost usual inside reliance. There are situations when the person sacrifices him needs of official one, forgets about himself and him family almost entirely. I is not right. It is necessary to ready students to overcome of complex psychological barriers and stress, to develop self-management skills at an early stage of the journalist's training ensure this does not occur. The conclusion we have drawn above is that we should include the Psychology in the training programme for bachelor's students of the journalism specialty.

In view of all this, there is not the positive situation of Kazakhstan mass media present time. However, answers to the sixth question: «Have you ever stopped your work to the article for fear or pressure?» attest to the willingness on the mass media workers to active work on the possibility of the regulation their rights and duties, without resorting to the self-censorship: 77% answer «No» and only 22% - «Yes».

We compare answers of interviewers (Table №1) to third, fourth and sixth questions and arrived at the following figures: 6% of journalists have been under pressure and because of that stopping their work to articles and 10% of them feeled pressure and received threats, which also led to stopping their work. Those figures are not large, but they tend to suggest that even as most of Kazakhstan mass media workers do not stop their work but there is a grain of kind one whose stopping fear.

Table №1

The question	Have you remained under pressure from an editorial office or society in work on the journalist's text	Have you ever received death threats for your article?	Have you ever stopped your work to the article for fear or pressure?
Yes	22%	22%	22%
Some times	52%	-	-
No	26%	77%	77%
The match of positive responses in 19% of situations			
6% of respondents	Yes	No	Yes
10% of respondents	Yes	Yes	Yes

A responding resistance of the journalists that means the wishes of mass media workers' to protect and restore their fill of the freedom should explain such result. This wish appears when somebody threatens the freedom of journalists' work. Their resistance may be successful if it arises right after the fact of threat. And if the group (journalists) let have unjust demands they will not be able hard strive for their freedom.

The last question was unexpected for respondents, but we wanted to know if they have found the intercommunication between the Psychology and questions that was above. The answers distribute in the following ways: 77% finds that a future mass media worker needs to the Psychology in him training for journalist; 23% are not agree with them. There are some persons substantiate their answers to this question in the point of comments and wishes.

Two respondents note that the course of the Psychology is not necessary for bachelor' students of the journalism specialty in next causes: the first – "students study only the theory which never helps them in work with people"; the second – "students need more practice in the journalism".

In the same time two of respondents write that course of the Psychology is necessary for future journalists and they confirmed it by following reasons: "it needs look over a training programme on to adjust it under disregards the market. It needs specialists for new mass media"; "it needs literate teachers and a well-thought-out programme".

Conclusion.

We believe that the course of the practice Psychology is necessary for future journalists and results of our questionnaire will serve as a basis for the proof of our theory. The claim for the theoretical knowledge and a lack of practice in journalism bachelor' have reason, but a training programme are update and improved every year, by providing opportunities for the teacher vary with the exercises and и making available for students more practice and creative tasks and exercises. In preparing the draft of the course og the Psychology for journalist we should take into account the particularities and unique characteristics of a majority and determine moments of the Psychology of Journalism which must be active worked.

Based on the results of the questionnaire, we can try to explain some of them. The fear of death threats and psychological violence on the part of employers may be a cause of the professional burn-up especially given the fact that the most of journalists think about changing activity; also, it may be a cause of the self-censorship - informed consent to limit oneself in the work. The journalists have to assume responsibility for their work and do not hide behind the existing restrictions, they have to provide a qualitative material and seek opportunity of the self-direction. We are encouraged by the journalists name like a regulation along with the auditory and the low themselves and mass media. In addition, we can assume that the phenomena of self-censorship will be forgotten shortly and the self-direction of mass media appear and develop at the forefront, by another word the journalists should be ready responsible and quality.

A higher self-esteem or else one self-esteem are factors of adaptation. When we believe in our positive opportunities, we are less vulnerable for the depression and we are increasing our chances for success. The Investigators of the attribution researching reasons of person's behavior said that we give reasonable interpretation mostly but nobody insure from fundamental mistakes of the attribution when we attribute person's behavior to their inner trait and direction to such an extent, that we neglect situation influences forcing a person does one way or another even when they are obvious. Is it mean that reasons of the self-censorship of journalists have to find only among outer sing named by us state above or also had a direct inner experience and psychology peculiarity of the journalist's personality? This issue must be research in addition turning to it and by the Journalism, and by the Psychology. The conclusions we draw from this are the course of practice Psychology, researching conformism process and reasons person's behavior in society, is necessary as for future journalists and as practice one.

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ЭТНОКУЛЬТУРНЫЙ КОМПОНЕНТ НА ЗАНЯТИЯХ ПО ИНОСТРАННОМУ ЯЗЫКУ В ВУЗЕ

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В непростой переходный период становления новых политических, экономических, социальных формаций, который всё ещё переживает большинство стран СНГ, существует большая опасность того, что общество постепенно теряет основные средства воздействия на личность. Большинство старых общественных институтов разрушено и не функционируют (комсомол, пионерия и т.п.) и только предпринимаются попытки создать новые. Нельзя сбрасывать со счетов и процессы глобализации, которые активно идут в настоящее время и затрагивают все аспекты нашей жизни без исключения. Представители разных национальностей, культур, вероисповеданий живут и работают в тесном контакте друг с другом.

Проблемы образования и воспитания в полиэтничном обществе актуальны сегодня во всем мире, поэтому концепции этнокультурного и поликультурного образования постепенно завоевывают мировое образовательное пространство. Полиэтничное общество, такое как казахстанское, есть общество социального разнообразия, причем разнообразия принципиально изменчивого. Одной из задач учебных заведений является успешная социализация обучаемого в таком разнообразном мире, развитие вариативности его поведения в разных культурных средах, повышение уровня толерантности к «иным», непохожим культурам. Определенную роль в этом может сыграть этнокультурное образование.

Ключевые слова: этнокультурная компетентность, межэтническая коммуникация, культура, иностранный язык

ETHNO-CULTURAL COMPONENT IN THE FOREIGN LANGUAGE CLASSES AT THE UNIVERSITY

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In the difficult transition period of the emergence of new political, economic, social formations, which most of the CIS countries are still going through, there is a great danger that society is gradually losing its basic means of influencing the individual. Most of the old social institutions are destroyed and do not function (the Young Communist League, Pioneers, etc.) and only attempts are being made to create new ones. It is impossible to ignore the processes of globalization, which are actively going on now and affect all aspects of our life without exception. Representatives of different nationalities, cultures, religions live and work in close contact with each other.

The problems of education and upbringing in a multiethnic society are relevant today in the whole world, therefore the concepts of ethno-cultural and multicultural education are gradually gaining a world educational space. A polyethnic society, such as Kazakhstan, is a society of social diversity, and diversity is fundamentally changeable. One of the goals of educational institutions is the successful socialization of students in such a diverse world, the development of the variability of their behavior in different cultural environments, the increase in the level of tolerance for "different", dissimilar cultures. A certain role in this can be played by ethno-cultural education.

Keywords: ethnocultural, competence, interethnic, communication, culture, foreign language

ЖОҒАРЫ ОҚУ ОРНЫНДАҒЫ ШЕТ ТІЛІ САБАҒЫНДАҒЫ ЭТНОМӘДЕНИЕТ КОМПОНЕНТ

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ТМД елдерінің көпшілігі қиын қыстау кезеңнің саясаттық, экономикалық, әлеуметтік формациясының жаңа қалыптасуын әлі де күйзеліспен өткізуде. Осыдан, қоғам жеке тұлғаға деген өзінің негізгі іс-әрекетін ақырындап жоя бастайды деген қауіп туындайды. Ескі қоғамдық құрылымдардың көпшілігі қираған және жұмыс істемейді (комсомол, пионер және тб.) және тек жаңасын құруға әрекет жасайды. Қазіргі заманауи кезеңде белсенді түрде жүріп жатқан жаһандану үрдісі мен есепссіз үрдістерді біздің өміріміздің барлық саласынан алып тастауға болмайды. Әр ұлттың өкілдері, мәдениеті, дінге сенушілері бір-бірімен тығыз қарым-қатынаста жұмыс істейді және өмір сүреді.

Бүгінгі таңда дүниежүзінде көпэтникалық қоғамда білім беру мен тәрбие мәселесі өзекті болып отыр, сондықтан, көп мәдениетті және этномәдениетті білім ақырындап әлемдік білім кеңістігін толығымен қамтып келеді. Көпэтникалық қоғам қазақстандық көпэтникалық қоғам *сияқты әлеуметтік әртүрлілігімен және өзеріс тұрғысынан да әртүрлігімен ерекшеленеді. Алуан түрлі әлемде білім алушыларды әлеуметтануту және әртүрлі мәдени салаға баулу, олардың таныс емес мәдени салаға талеранттық деңгейін арттыру оқу орындарының бірден бір міндеттерінің бірі болып табылады. Осы жағдайда этномәдениет маңызды орын алуы мүмкін.*

Түйінді сөздер: этномәдениетті құзыреттілік, этника аралық қарым-қатынас, мәдениет, шет тілі.

В непростой переходный период становления новых политических, экономических, социальных формаций, который переживает большинство стран СНГ, существует большая опасность того, что общество постепенно теряет основные средства воздействия на личность. Большинство старых общественных институтов разрушено и не функционирует (комсомол, пионерия и т.п.) и только предпринимаются попытки создать новые. Нельзя сбрасывать со счетов и процессы глобализации, которые активно идут в настоящее время и затрагивают все аспекты нашей жизни без исключения. Представители разных национальностей, культур, вероисповеданий живут и работают в тесном контакте друг с другом.

Поскольку процесс обучения неотделим от процесса воспитания, в подобной ситуации именно образовательные институты могут сыграть огромную роль в плане воспитания личности, умеющей приспособиться к жизни в современных полиэтнических условиях. Неоценимую помощь в этом может сыграть этнокультурное наполнение содержания образования.

Среди множества учебных дисциплин предмет «иностранный язык» занимает особое место. И его своеобразие заключается в том, что в ходе его изучения обучаемые приобретают не знания основ науки, а формируют умения и навыки пользоваться чужим языком как средством общения, средством получения новой и полезной информации.

Воспитательная сущность обучения состоит в том, чтобы, развивая умственные силы и способности студентов, сформировать двуязычную и поликультурную личность с точки зрения обучения иностранным языкам. Под этнокультурным компонентом обучения понимается воспитание этнокультурной личности средствами иностранного языка.[1]

Язык является наиболее полным показателем культуры. Общеизвестно, что центральной фигурой коммуникативного процесса является человек, а орудием, средством общения – язык. И чем сильнее различие между языками и культурами, тем сложнее овладеть иностранным языком как средством общения. Межэтническая коммуникация реализуется во взаимосвязанной системе человек – язык – культура и носит комплексный характер.

Изучение языка невозможно без изучения культуры носителей языка, что дает возможность расширить кругозор, в том числе и в сфере этнокультурных ценностей различных народов, сравнивать, анализировать их. Это способствует развитию толерантного отношения к представителям других этносов.

Передовая практика обучения студентов иностранному языку показывает, что эффективность обучения во многом зависит от умения преподавателя создать на занятии и вне занятия ситуации общения, сотрудничества, межличностного взаимодействия на языке (т.е. согласовать мотив учения и мотив общения). Коммуникативная компетенция - это способность вступать в коммуникацию, общение. Учет этнокультурного аспекта на занятиях иностранного языка позволяет организовать учебный процесс таким образом, что формирование грамматического материала происходит параллельно с систематическим усвоением информации этнокультурного характера и повышает эффективность работы по развитию иноязычной речи.

Преподаватель иностранного языка всегда найдет интересный материал, который можно умело и эффективно использовать на занятиях. Это позволит соединить традиции и опыт этнопедагогики, методики обучения иностранного языка в решении образовательных и воспитательных задач, поставленных обществом.[2]

В настоящее время в программу обучения студента (силлабус) по иностранному языку наряду с лингвострановедческим аспектом включен и этнический, с тем, чтобы студенты могли рассказать о культуре, географии, политическом положении страны изучаемого языка и о своей родной страны. В результате студенты могут средствами иностранного языка описывать факты и явления, связанные с родной региональной культурой, и, следовательно, в процессе реальной коммуникации способны транслировать ее своеобразие и сделать ее достоянием мировой культуры. В связи с этим одной из задач образования средствами иностранного языка является развитие основ описания родной культуры в терминах, понятных для членов международного сообщества. Необходимо сформировать у студентов коммуникативные умения, обеспечивающие использование иностранного языка в ситуациях иноязычного общения, связанных с региональной культурой. При этом предусматривается не только усвоение информации о регионе проживания, но и осознание проблем, с которыми сталкиваются жители региона, размышление над ними, их анализ, поиск путей решения, сравнение с аналогичными проблемам, волнующими страны изучаемого языка, а также рассмотрение их сквозь призму мировой культуры.

Для более эффективного усвоения студентами информации и повышения мотивации имеет смысл воспользоваться многочисленными возможностями, которые в настоящее время предлагает Интернет.

Так, при изучении темы «My home - Kazakhstan» к просмотру можно предложить «Video encyclopedia of Kazakhstan», фильм, рассказывающий о нашем независимом, молодом государстве. Просмотру предшествует знакомство с новой лексикой по данной тематике и далее следует дискуссия: Что нового вы узнали? Согласны ли вы с представленными фактами? Что бы вы могли добавить? Как бы вы представили свою страну иностранцу, который ничего о ней не знает? Также могут быть полезны и интересны видео «Welcome to Kazakhstan» (part 1.2), «Asian winter games», «Astana - a new wonder of the world». Кроме просмотра и обсуждения студентам предлагается озвучивать эти ролики, самостоятельно комментировать изображение, рассказать о своей стране на английском языке

Преподаватель иностранного языка всегда найдет интересный материал, который можно умело и эффективно использовать на занятиях. Это позволяет соединить традиции и опыт этнопедагогики и методики преподавания иностранного языка в решении образовательных и воспитательных задач, поставленных обществом.

Актуальной проблемой вузовской методики обучения иностранного языка является проблема совершенствования речевой деятельности студентов, в том числе и говорения (монологической и диалогической речи) путем использования материалов местной этнокультуры.

Учебники, которыми мы пользуемся на занятиях, не всегда содержат необходимую этническую информацию или не могут полно отразить актуальный материал ввиду того, что он быстро устаревает. Возникает необходимость привлечения дополнительного материала, связанного с окружающей нас действительностью, отражающего события в нашей стране и за рубежом, а также местный краеведческий материал. Привлечение материала, отражающего связь с реально происходящими событиями, способствует тому, что общение приобретает коммуникативно-мотивированный характер, так как обучаемые охотно и с интересом говорят о том, что им близко и понятно, испытывают удовлетворение о того, что могут говорить на иностранном языке о событиях, которые их волнуют, о которых они хорошо осведомлены.

Работа с текстом является обязательным компонентом любого занятия по иностранному языку и позволяет реализовать многие образовательные и воспитательные задачи занятия.

Для проведения разнообразной работы по развитию иноязычной речи студентов необходимы хорошо продуманные и правильно соотнесенные один с другим по грамматической и лексической трудности тексты. Обязательным условием успешной работы над текстом является регулярное повторение его в виде ответов на вопросы, беседы, пересказа, изложения. Подобная работа увеличивает лексический запас студентов, развивает их речь. Тексты этнокультурного характера как познавательны, так и воспитательны. Проводя сопоставления с родным языком, отыскивая параллели, студенты начинают смотреть по-другому и на родной язык. У них появляется вкус к языку.[3]

Обращение к материалам этнического характера приближает иноязычную коммуникацию к личному опыту учащихся, позволяет им оперировать в учебной беседе теми фактами и сведениями, с которыми они сталкиваются в повседневной жизни, в условиях бытия в родной для них культуре. Знакомясь с иноязычной культурой, учащиеся постоянно сравнивают её с родной культурой. Поэтому, чем обширнее та область знания фактов родной культуры, которой оперируют учащиеся, тем продуктивнее работа по ознакомлению с иной культурой.

Традиционно полезными в плане формирования как коммуникативной, так и этнокультурной компетентностей студентов являются материалы, связанные с историческими, экономическими, социальными фактами. Значимость материалов такой направленности очень высока именно в возрасте, когда происходит активное становление личности, формируется мировоззрение, вырабатывается социальная позиция. В этом возрасте студенты уже обладают массой гуманитарных и социокультурных знаний, что позволяет им устанавливать и применять различные межъязыковые и межпредметные связи, используя свои знания и опыт, переходить от простого усвоения учебного материала, предлагаемого или рекомендуемого преподавателем, к активному приобретению знаний, к самостоятельному определению своих языковых потребностей и целенаправленному поиску необходимого материала.

Язык является наиболее полным показателем культуры. Общеизвестно, что центральной фигурой коммуникативного процесса является человек, а орудием, средством общения – язык. И чем сильнее различие между языками и культурами, тем сложнее овладеть иностранным языком как средством общения. Межэтническая коммуникация реализуется во взаимосвязанной системе человек – язык – культура и носит комплексный характер. Изучение языка невозможно без изучения культуры носителей языка, что дает возможность расширить кругозор, в том числе и в сфере этнокультурных ценностей различных народов, сравнивать, анализировать их. Это способствует развитию толерантного отношения к представителям других этносов. Необходимо, чтобы студенты поняли, что наиболее важно то, что человек при столкновении с иными ценностями и системами поведения может лучше понять самого себя.

Богатый выбор материала в этом контексте можно найти на англоязычных образовательных сайтах.Так, много интересных дискуссий, посвященных теме этнокультурного взаимодействия, представляет сайт www.bbclearningenglish.com.

Многие преподаватели проводят работу с подобными материалами в виде проектов, которые позволяют обучаемым выразить свои идеи в удобной для них форме.

Если позволяет уровень языковой подготовки студентов, то для формирования этнокультурных ценностей представляется возможным использовать элементы тренинговой работы. Можно переложить на иностранный язык упражнения, используемые социологами и психологами, направленные на осознание и актуализацию этнической идентичности, такие как: «Кто я?», «Цветок», «Музей родной культуры», «Моя визитка», «Групповая визитка», «Мое любимое место», интервью, незаконченные предложения. Они могут послужить основой для дальнейшей дискуссии и способствовать развитию как речевых навыков и умений, так и осознанию важности этнокультурных ценностей. [5] При этом содержание основных психологических терминов (например, этническая идентичность) можно и не раскрывать, вводя при этом такие, вполне понятные для каждого преставления как:

- Народ и осознание связи с ним;
- История народа;
- Семья (особенно прародительская), семейная история и семейные традиции.

Интересными в плане осознания собственной этнической и гражданской идентичности могут быть упражнения, направленные на постижение истории народа и страны через историю своей семьи. Студентам предлагается выстроить на одной линии наиболее значимые события, произошедшие после их рождения и происходившие до их рождения. Получившаяся хронологическая прямая у некоторых студентов иногда начинается с важнейших исторических событий, продолжается знакомством родителей, а заканчивается окончанием школы, поступлением в институт, т.е. очень личными ситуациями.

Таким образом, можно сделать вывод, что формирование разносторонне развитой поликультурной личности, ее мировоззрения, чувства патриотизма и национального достоинства возможно при системном освоении национальной культуры через различные формы работы со студентами. В процессе воспитания этнокультурные ценности могут явиться фундаментом не только для этнического самоопределения личности, вызывать чувство гордости и удовлетворения от сознания принадлежности к тому или иному народу, но и способствовать формированию позитивного межэтнического взаимодействия, что приобретает особую актуальность в современной действительности.

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TRENDS OF USING IMAGES IN NEWSPAPER MATERIALS

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The article considers the issues of changing the language of the newspaper and the periods of its development in the last century and at the beginning of the new millennium, connected with the changing conditions of the functioning of the language. The language of the media, especially the newspaper press, is a topic that provokes controversy and interests many now. In journalism in general, and in the newspaper in particular, the author acts on the one hand as a collective language personality expressing public opinion, on the other, as an individual language personality with its own moral and philosophical principles. In the society and, accordingly, in the media, there is an interest in the visual means of the language. If earlier the ideological vocabulary was used only as an agitational and pathos means, now it can be heard in radio and television programs and can be seen on the pages of various newspapers. There is a process of stylistic reduction and vulgarization of the modern language. Journalists create texts that are different in communicative settings, calculated both for the intellectual addressee and for the mass reader, who are not always aware of many cultural and linguistic facts. To achieve success in the impact on this addressee used a variety of language and non-lingual means. Today, the newspaper text is an example of the interaction of the normalized book language, colloquial elements with interspersed expressions and emotionality. The presence in the newspaper text of the actively used media of the Soviet period is not a reflection of the "spoiling" of the language, but rather a copying of the realities of the past, the causes of which need to be analyzed.

Key words: journalism, speech, language, style, mass media, expressive means.

ТЕНДЕНЦИИ ИСПОЛЬЗОВАНИЯ ИЗОБРАЗИТЕЛЬНЫХ СРЕДСТВ В МАТЕРИАЛАХ ГАЗЕТ

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В статье рассматриваются вопросы изменения лексики языка газеты и периоды его развития в прошлом столетии и в начале нового тысячелетия, связанные с изменением условий функционирования языка. Язык средств массовой информации, особенно газетной печати, – тема, вызывающая споры и интересующая многих сейчас. В публицистике вообще, а в газете в частности автор выступает, с одной стороны, как коллективная языковая личность, выражающая общественное мнение, с другой, как индивидуальная языковая личность со своими нравственными и мировоззренческими принципами. В обществе и соответственно в средствах массовой информации наблюдается интерес к изобразительным средствам языка. Если раньше идеологическая лексика употреблялась только в качестве агитационно-пафосного средства, то теперь её можно услышать в радио- и телепередачах, увидеть на страницах самых разных газет. Происходит процесс стилистического снижения и вульгаризации современного языка. Журналисты создают разные по коммуникативной установке тексты, рассчитанные как на интеллектуального адресата, так и на массового читателя, которому не всегда известны многие культурные и языковые факты. Для достижения успеха в воздействии на такого адресата используются самые разнообразные языковые и неязыковые средства. Сегодня газетный текст являет собой пример взаимодействия нормированного книжного языка, разговорных элементов с вкраплениями экспрессии и эмоциональности. Наличие в газетном тексте активно используемых средств языка советского периода – это не отражение «порчи» языка, а скорее, копирование реалий прошлого, причины которого необходимо анализировать.

Ключевые слова: журналистика, речь, язык, стиль, средства массовой информации, выразительные средства.

ГАЗЕТ МАТЕРИАЛДАРЫНДА КӨРКЕМДЕУІШ ҚҰРАЛДАРДЫ ҚОЛДАНУ ҚҰБЫЛЫСЫ

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Мақалада газет лексикасының өзгеру мәселесі мен соңғы жүз жылдықтағы және жаңа мыңжылдықтың басындағы тіл қызметінің өзгеруі туралы айтылған.

Бұқаралық ақпарат құралдарының, соның ішінде газет тілі пікірталас пен қызығушылық тудыратыны рас. Публицистикада, әсіресе газетте автор көптің атынан сөйлейтін болса, өзіндік көзқарасы бар жеке тұлға ретінде де сөйлей алады.

Қоғамда сонымен қатар, бұқаралық ақпарат құралдарында да тілдің көркемдеуіш құралдарына деген қызығушылық байқалуда. Бұрынғы уақытта идеологиялық лексика үгіттеу құралы ретінде пайдаланылса, қазіргі таңда оны радио және телехабарлардан естіп, әр түрлі газеттердің бетінен көруге болады.

Қазіргі тілде стилистикалық төмендеу мен вульгаризация үрдісі байқалады. Журналистер интеллектуалды ортаға арналған және көптеген тілдік фактілер мен көркемдеуіш құралдарды біле бермейтін қарапайым халыққа да арналған коммуникативті тұрғыдан әр түрлі мәтіндер жазады.

Адресатқа әсер етуде жетістікке жету үшін әр түрлі тілдік және тілдік емес факторлар қолданылады. Бүгінгі газет мәтіні нормаланған кітап тілінен құралған. Газет мәтінінде кеңес кезіндегі тілдік құралдардың белсенді пайдаланылуы – бұл тілдің «бұзылуы» емес, қайта талдауды қажет ететін, өткеннің жаңғырығын көшіру үрдісі болып табылады.

Түйінді сөздер: журналистика, тіл, стиль, бұқаралық ақпарат құралдары, көркемдеуіш құралдар.

Journalism is, as you know, a special sphere of human activity. And it, like any sphere, has a special combination of linguistic and speech tools that allows it to reflect its features effectively, and correlates with a specific style - the journalistic style.

Mastery of speech is necessary for a journalist in order to communicate communicatively and expediently with the source of information and, most importantly, with the reader. An important factor in the field of journalism is the impact on the reader's emotions.

Accordingly, the speech of a journalist must be qualitative, and therefore possessing the necessary properties that make her attractive to readers and testify to her master's speech skills. In addition to literacy, it is necessary to own and express the language.

The peculiarity of the journalist's speech is that in some genres the accuracy of word usage, accounting for the slightest nuances in the selection of words and the construction of sentences is much more important than the diversity in the use of speech facilities. In other styles and genres (for example, in artistic-journalistic: parody, the article, essay), the journalist has complete freedom in choosing the means of language, and the richness of speech is used as a means to more accurately convey to the reader the meaning of speech, and the ultimate goal of the variety of speech is expressiveness.

The language of the media, especially print, is a topic that provokes controversy and interests many now. At the present stage, the use of expressive means in the materials of newspapers has become minimal. Information is served dryly, often as trails only stamps and clerical functions are used.

The media has a great impact on our lives. Every day we watch TV, listen to the radio, read the newspapers. Recently, the language of the media attracts special attention of linguists, since it is in it, first of all, reflects any changes occurring in speech.

The tendency to maximize the expression of newspaper journalism texts, motivated by such factors as advertising, polemics and manipulativeness of modern public speech, is realized by addressing journalists to a vast arsenal of stylistic (rhetorical) figures of the Russian language, traditionally fixed for book styles.

The modern press, both republican and regional, is not distinguished by the richness and expressiveness of speech. But still the media recently began to pay more attention to the use of tropes and other visual means. In particular, if you compare the language of the newspapers of the Soviet period and today, you can see significant changes.

In the history of the development of the language of the Soviet newspapers of the twentieth century, two periods are usually distinguished.

1. The first: 1917 - 1930s. This period is characterized by the expansion of abbreviations, military terms, the actualization of archaisms. All this is explained by the estimated potential of these lexical layers. The texts of the newspapers used phraseological units, stable expressions, and the phraseology of that time is imperative, appealing:

Read - heard - act!

The newspapers are dominated by open, stressed agitationality, slogans. The people are regarded as a mass. After a while, this phenomenon will cease to be characteristic of the Soviet press, and already in 1932 on this topic will be ironic IA. Ilf and E.P. Petrov in the story "Robinson", published in the newspaper "Pravda" in 1932:

"... But, darling, what you need to do first is to show the masses, the broad strata of the working people.

"A wave can not throw out a mass," Moldavantsev stiffened. - It goes against the plot. Think! The wave suddenly throws tens of thousands of people ashore! After all, this is ridiculous for the chickens ... "

2. The second period: 1930 - early 1980's. The period of the formation of the language and speech standards of the newspaper, the preservation of certain features of the language leading to its patterning. This period in the formation of language was called "totalitarian".

Within this period, it is especially worth mentioning the years of the Great Patriotic War (1941-1945), when the language sharply increased emotionality, a rhetorical stream, propaganda and pathos were widely disseminated, publicism, personality of speech increased:

We will replace the departed to the front, we will work for two, for three.

We are ready to change the plow to the rifle.

However, the general direction remained the strongest ideologization, politicization of the language.

During this period language and speech norms are fixed, which acquire an unshakable, dogmatic character, cover practically all spheres of linguistic life and behavior. The language of the newspapers of this time is characterized by stereotyping, domination of book speech, officialdom. Here, for example, an excerpt from IG's essay. Ehrenburg's "On Hatred," written in 1942:

"Fascism is the biggest attempt to stop the course of history. He revived some of the rituals and delusions of the Middle Ages. But people of the Middle Ages lived not only with these rites or delusions, they burned true faith; they created amazing cathedrals, wonderful epic poems; by their labor, their frenzy, even by their ignorance, they prepared the age of the Renaissance. Fascists should not be compared with people of the Middle Ages. They live in a different era. They tried to get out of the concept of time; this explains their infertility. Of course, the vines of Italy continued to give wine under Mussolini. Of course, the factories of Germany continued to work under Hitler. But the fascists did not create anything. They only mobilized modern technology to fight against the spirit of our time. All the achievements of civilization, they turned to destruction. "

Most often in the works of that time the author appears as a social person, and this is only one of its facets, and clearly hypertrophied. He expresses the interests of the party, is politicized, thinks in social categories. In the text most often, instead of the author's, I am a collective one.

One of the main means of creating a figurative text was still a metaphor. First of all, the groups of vocabulary related to the most characteristic phenomena in the given period of the country's life. So, in the post-war period military vocabulary became more active in portable use. These metaphors had such an expression that they were permanently entrenched in the Soviet press. Here are some of them, found on the pages of the newspaper Pravda:

technical re-equipment
construction fronts
take the lines
mobilize reserves
on the positions of the struggle for peace.

The use of such vocabulary was not an accident. She helped achieve the heroization of everyday life, often exaggerated by Soviet authors.

Let us dwell in more detail on the 60s-80s in the history of the lexicon of Soviet newspapers. The main metaphorical forces in this period were grouped in an international direction. Of course, metaphors were also used in publications on intra-union topics, but they specifically focused on the negative-evaluative revealing characteristic of imperialism "without a mask." Here are some examples:

the Aces of Imperialism
diversions of imperialism
wolf form of capitalism
witches of the revanchist witches

And especially with regard to the United States:

American hawks
squabbling in the backyard of American cuisine
illness of the dollar
The princes and dukes of Wall Street
preaching the frenzied NATO generals.

To enhance the impression, metaphors were often accompanied by definitions such as: notorious, painful, poisonous, etc.

For the 60s-80s typical words that were also used with metaphors were:

anticommunism
anti-Sovietism
imperialism
revanchism
ideological diversions
nuclear war
neutron bomb.

3. Perestroika also affected the language of newspapers, opening a third period in its development - the 80s - the beginning of the 90s.

After perestroika, the entire army of negative-evaluative metaphors migrated into materials on topics within the Soviet Union:

bloody outcomes of the civil war
fratricidal slaughter
metastases of lawlessness
quagmire of universal arbitrariness
anatomy of deficiency.

In the lexicon of the former first person of the country, chairman of the CPSU Central Committee Gorbachev, the word pluralism first appeared. Journalists at that time actively used the words glasnost, perestroika, democracy. For the first time negative-evaluative vocabulary was used in relation to intra-union realities. Here is an excerpt from the article by Ch. Aitmatov, published in the newspaper Izvestia in 1988:

"... We, constantly in an atmosphere of complacency and inexhaustible complacency, called to demonstrate pseudo-stability in the country, did not try to think about it. In any case, no one thought whether the cult spirit is compatible, which led the country to the grossest socio-economic deformations and the negative consequences arising from them, with what our ideals meant? "[1].

The language of modern media (not all, but central television channels - for sure) has recently been more and more reminiscent of the language of Soviet newspapers in the 1970s. If you listen to the texts of the regional channels and carefully read the news from the local press (especially some publications), the spectator (the reader) is presented with a continuous "struggle for the harvest", "burning issues", "we must prepare a sleigh in the summer", in general, the rhetoric of the chairmen executive committees and collective farms.

Why is this happening - do journalists consciously copy Soviet aesthetics or are there any subconscious processes in their heads? No one knows for sure. But the study of this issue has been going on for many years. Many scientists put forward their own versions on this matter. Linguist, associate professor of Russian State Pedagogical University. A.I. Herzen, co-host of the radio program "How is it in Russian?" Valery EFREMOV believes that this trend is not accidental, and offers several options for what is happening:

- journalists copy politicians, and those express themselves, as was customary in their Komsomol past;

- people do not see examples of real controversy, real struggle, journalists realized that political rhetoric can be of two types - a democratic and totalitarian state, that's why they use texts copying the speeches of stagnant politicians;

- the use of clerical stamps is still considered by some people as a sign of a good tone - as Chukovsky noted, ordinary people like to sound more respectable, speaking in bookish language, and much depends on what books they read;

- Many journalists do not bother to search for new forms of information delivery, and instead use ready-made speech stamps;

- Perhaps the use of modern journalists and publicists stamps 70-ies takes place at a subconscious level - about 20 years ago, psychologists recommended not to keep the radio permanently on in the kitchen, because even if you do not listen to it purposefully, the information settles in your head;

- the use of speech forms of the sample of the 70's can also be considered an element of journalistic self-irony [2].

Of course, whichever version is offered, in any case, it will not be beneficial to the modern press. And today we quite often come across "Soviet" headlines and slogans on the pages of Kostanai newspapers. First of all, these are stamps. They abound with the speech of the official press services. Unfortunately, as we have already found out, the new newspapers use the language of the 70s-90s in their materials no less than the printed periodicals "with experience".

Modern youth are not at all interested in newspapers with such a language of publications that is no longer understandable for them. Accordingly, in today's market conditions with this style of information delivery, it is practically impossible to compete with modern publications in all senses. In this regard, "Sovietization" and the slogans of newspaper texts can be considered a negative trend in the development of new information and entertainment publications.

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ЭКОНОМИКА

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